DOCUMENT RESUME

ED 084 322 JD 013 890

AUTHOR Soptick, John M.

TITLE First Phase: CUTE Installation and Diffusion Project. Final Report.

INSTITUTION Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Aug 73
GRANT OEG-0-72-4522
NOTE 88p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *College School Cooperation; *Cooperative Programs; Inner City; Mental Health; *Preservice Education; Sociology; *Student Teaching; Teacher Attitudes; Teacher Education; Teacher Education Curriculum; Teacher Educators; Teaching Methods; Team Teaching; Urban Schools; *Urban Teaching

ABSTRACT

The Cooperative Urban Teacher Education program is designed to train teachers for effective teaching in inner-city schools. CUTE requires a cooperative effort between the participating college or university and a public school system. The program is designed to replace the regular student teaching program for those students expressing an interest in teaching in inner-city schools and consists of a 16 week, urban-based program, directed by an instructional team composed of a mental health specialist, sociologist and teacher educator. In addition to student teaching in the inner-city classroom, CUTE assumes that a prospective teacher for the inner-city should: (a) understand his own and his pupils' environment and culture; (b) understand his own and his pupils' attitudes, insecurities, anxieties and prejudices; and, (c) understand and possess competency in inquiry teaching methods. In order to establish the desired degree of awareness and understanding in prospective inner-city teachers, the CUTE program is divided into three components: mental health, sociology and teacher education, all carried out within a framework of a series of interdisciplinary seminars and field studies. Inquiry teaching methods are emphasized. This approach strives to reduce the authoritarian role of the teacher in the classroom and encourages pupil participation. [A "Personal Orientation Inventory," part of Appendix B, has been deleted from this document for copyright reasons.] (Author/JM)

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: UD SP
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view. TM

ED 084322

FINAL REPORT - FIRST PHASE

CUTE INSTALLATION AND DIFFUSION PROJECT

August, 1973

John M. Soptick
Research and Evaluation Specialist

Grant Clothier
Project Director

MID-CONTINTENT REGIONAL EDUCATIONAL LABORATORY
104 East Independence Avenue
Kansas City, Missouri 64106

The project discussed herein was supported by the U. S. Office of Education Grant OEG-0-72-4522.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UD 013890

FILMED FROM BEST AVAILABLE COPY

TABLE OF CONTENTS

	PAGE
Introduction	1
Rationale for, Explanation of the CUTE Program	1
Purpose and Objectives of the CUTE Diffusion Project	4
Selecting the CUTE Installation Sites.	5
Training the Installation Site Staffs.	6
Site Activities.	8
Evaluation	15
Monitors' Reports	15
Testing of Students	26
Future Directions and Recommendations.	37
Bibliography	40
APPENDIX A	
APPENDIX B	

INTRODUCTION

In June, 1972, the Mid-continent Regional Educational Laboratory (McREL) received a 14-month grant from the National Center for Educational Communication to diffuse an educational program developed earlier at the lab. The program was a teacher education program entitled "CUTE," Cooperative Urban Teacher Education, that was designed to train prospective teachers to teach in inner-city schools. The purpose of the 1972 grant to McREL was to diffuse the CUTE program to eight teacher education institutions and/or public school systems throughout the country. The intention was not only to disseminate and diffuse an educational product per se, but also to specially train more and more teachers to teach effectively in an urban setting. The eight CUTE installation sites selected were the Louisville Urban Education Center; Memphis State University; the Education Service Center in San Antonio, Texas; Virginia Commonwealth University in Richmond; Chicago State University; Tufts University in Boston, Massachusetts; Michigan State University; and the University of Wisconsin at Milwaukee. With this year's successful diffusion effort, the CUTE program is now operant in approximately 65 universities or colleges, in 12 metropolitan centers throughout the nation.

RATIONALE FOR, EXPLANATION OF, THE CUTE PROGRAM

The Cooperative Urban Teacher Education program is designed to train teachers for effective teaching in inner-city schools. That there is a need for urban teacher education programs is thoroughly documented in the literature.[1] The particular environment from which inner-city pupils come demands that prospective teachers devote time and effort to understanding the culture of the inner-city as well as understanding themselves and their inter-relationships with people. Such preparation in psychology and sociology is not ordinarily included

---

[1] See Office of Education, 1970; Committee for Economic Development, 1971; Conant, 1961; Reissman, 1962.

in teacher education programs. The CUTE program has been recognized by the research and educational communities as making an outstanding contribution to urban teacher training programs through specific attention to these disciplines. Included among the awards earned by CUTE were: 1) a "Distinguished Achievement Award for Excellence in Teacher Education" from the American Association of Colleges for Teacher Education in 1970; 2) selection by the National Center for Educational Communication (NCEC) as one of ten innovative programs featured in a national traveling exhibit in 1972-73; and 3) recommendation by the Educational Testing Service to NCEC as one of five educational programs financed by the U. S. Office of Education which merit federal funds for focused dissemination. Thus, the need for specialized training for teachers in inner-city schools and the demonstrated ability of the CUTE program to fulfill this critical need is well documented.

The program is based on the fact that, for the most part, prospective teachers are drawn from the middle-class strata of our society and are upwardly mobile. They attend teacher-education institutions staffed by individuals with similar backgrounds and encounter a curriculum generally perpetuating the middle-class value system. These typically white, anglo-saxon, protestant, middle-class teachers are thus equipped to teach in a school setting populated with pupils from a similar background. However, when these teachers accept a position in an inner-city school, they frequently encounter a culture foreign to their own. They find the values they esteem are unknown to the pupils whom they teach. A gulf exists between the experiences of a teacher and the environment in which his pupils exist, further widened by an inadequate basis for communication and understanding.

Despite their best intentions, insecure and inexperienced young people cannot hope to be successful in inner-city teaching. Unfortunately, existing teacher education programs generally have failed to provide experiences designed to foster

feelings of self-adequacy in prospective teachers, neglected to introduce prospective teachers to the desolation of inner-city existence and have not encouraged the development of teaching skills appropriate to the needs of inner-city pupils. Thus, the majority of teachers graduated from teacher education institutions are not capable of dealing effectively with the educational problems and psychological blight menacing victims of deprivation.

If this lamentable situation is to be corrected, prospective teachers must be given experiences upon which to base realistic perceptions concerning the environment and the life styles of the inner-city children. In addition to these experiences, intensive preparation related to the psychological and sociological needs of inner-city children must be integral parts of pre-service education programs.

Program Content. CUTE requires a cooperative effort between the participating college or university and a public school system. The program is designed to replace the regular student teaching program for those students expressing an interest in teaching in inner-city schools and consists of a sixteen-week, urban-based program, directed by an instructional team composed of a mental health specialist, sociologist and teacher educator.

In addition to student teaching in the inner-city classroom, CUTE assumes that a prospective teacher for the inner-city should:

a) understand his own and his pupils' environment and culture;
b) understand his own and his pupils' attitudes, insecurities, anxieties and prejudices;
c) understand and possess competency in inquiry teaching methods.

In order to establish the desired degree of awareness and understanding in prospective inner-city teachers, the CUTE program is divided into three components: mental health, sociology and teacher education, all carried out within a framework of a series of interdisciplinary seminars and field studies.

Within the Sociology component of CUTE, student teachers are encouraged to live in the area in which they are teaching and encouraged to live on commodities as do many of their pupils. They live with an inner-city family for a week-end, work with community centers and public and private agencies which deal with the economically disadvantaged society and are required to complete an ethnographic study of their assigned community. All these activities are designed to aid the students in gaining an awareness of the community and its problems, life-styles, assets and liabilities.

The mental health specialist conducts brainstorming group sessions in which the student teachers are given the opportunity to surface problems, anxieties and prejudices; and are helped in developing alternatives for solutions to their problems. Each student teacher is required to conduct a case study of one of his pupils. This thorough study of a child's environment helps provide insight to learning problems of inner-city children.

The third aspect of the CUTE program, teacher education, places emphasis on inquiry teaching methods. The inquiry approach to learning strives to reduce the authoritarian role of the teacher in the classroom and encourages pupil participation. Such an approach by teachers modifies the classroom role of pupils who are confronted with situations where answers are not immediately apparent, where it is necessary to pause, to look for possible solutions, and finally, to reach whatever conclusions the studies appear to require. On this basis, pupils are encouraged to ask questions, to suggest alternatives and to explore possible solutions.

PURPOSE AND OBJECTIVES OF THE CUTE DIFFUSION PROJECT

The CUTE program, dispite its national reputation, would be of no value toward improving urban education unless it was actually adopted by teacher education institutions to train their students to teach in urban schools.

Therefore, McREL sought funds to diffuse the CUTE program throughout the nation. The specific objectives of the diffusion project were:

1. To inform target audience (urban school systems, institutions of higher education and state education agencies) of the opportunity to participate in a developed and tested inner-city teacher training program.

2. To select from target audience those installation sites that offer the greatest potential for self-sustaining installation for the CUTE program.

3. To train installer teams from selected sites in the techniques essential to the installation of the program.

4. To enhance further transportability of the program by providing trained installer teams with training procedures enabling them to conduct regional training programs.

5. To provide technical assistance to installation sites during the first year's operational cycle. This assistance will be provided by McREL trained monitoring staff.

SELECTING THE CUTE INSTALLATION SITES

The Mid-continent Regional Educational Laboratory received notice to proceed on the CUTE Diffusion Project on June 5, 1972. Prior to that time, there were indications the project might be funded, hence some initial contacts had already been made with potential sites.

Upon receiving official notice, the Laboratory immediately developed a list of potential sites. This list was based on the following considerations:

1. Geographical location

2. Previously stated interest in CUTE activities.

3. Knowledge of institutions who were already active in urban education.

4. Major institutions located near metropolitan centers.

A total of approximately 40 institutions were included in the original list. These institutions were contacted by McREL in order to ascertain their interest in the project. From this number, 13 institutions showed sufficient commitment to merit a meeting with their representatives in Kansas City. From this group, eight institutions were chosen utilizing the basic guidelines delineated in

Secion A of the NCEC Scope of Work. The teacher education institutions selected were:

Louisville Urban Education Center in Louisville, Kentucky
Memphis State University in Memphis, Tennessee
Education Service Center in San Antonio, Texas
Virginia Commonwealth University in Richmond, Virginia
Chicago State University in Chicago, Illinois, with additional CUTE office in Posen-Robbins, Illinois
Tufts University in Boston, Massachusetts
University of Wisconsin at Milwaukee
*Michigan State University in East Lansing and associated with the service center in Saginaw, Michigan

TRAINING THE INSTALLATION SITE STAFFS

After obtaining the requisite funds and selecting eight installation sites, the next step in the project was to train the instructional staffs involved to implement the CUTE program at their home sites. Accordingly, a workshop was held in Kansas City, August 14-21, 1972, to carry out that purpose. More specifically, it was intended that workshop participants:

1. Become acquainted with the three components (sociological, psychological and educational) goals, methods, strategies and activities of the CUTE program and how to function as an interdisciplinary team.

2. Participate in selected sociological, educational and psychological activities CUTE student teachers experience, which are considered of prime importance in the CUTE training program.

3. Construct a detailed flexible plan for implementation at particular sites, using the tested experiences and materials enumerated in the CUTE Manual as a base.

All of the funded CUTE sites sent at least two to four members of their CUTE instructional staff to Kansas City to attend the workshop. McREL personnel

---

*Michigan State did not become an official CUTE installation site until the second semester of the 1972-73 school year. A site, in addition to the original seven above, had been selected by McREL to initiate a CUTE program fall semester, 1973, but failure of a school levy forced cancellation of the program in late summer. By that time, it was too late for another site to plan the implementation of a CUTE program for the fall semester. Thus, only seven sites were in operation the first semester of the 1972-73 school year. Michigan State became the eighth officially funded installation site in January, 1973.

with past experience in teaching in CUTE programs in Kansas City or Wichita, conducted the workshop for a total of 26 participants; 18 of these were present the entire duration of the workshop.

Two types of sessions were conducted during the workshop:

1. Interdisciplinary sessions, which were attended by all participants; and

2. Tri-group sessions, in which staff members for the three individual components--teacher education, sociology and mental health--met in separate groups to discuss concepts and techniques relative to their own component.

In addition to such seminar sessions, a field experience in the inner city was also scheduled one morning, and a live-in with inner city residents was arranged for the participants during the weekend.

Daily reactions were obtained from the participants regarding individual workshop sessions. The participants rendered very positive impressions of the workshop training. For instance, based on an analysis of individual sessions, approximately 90 percent of those in attendance strongly agreed or agreed that the workshop sessions were worthwhile. Ninety-five percent strongly agreed or agreed that the content of the sessions was easily understood. And 91 percent strongly agreed or agreed the objectives of the sessions were relevant to the general objectives of the workshop (how to install a CUTE program). Similar statistics obtained for 14 other categories of response confirmed the respondents' contention the workshop was a worthwhile training experience.

At the end of the workshop, each site team was required to submit a plan for installing a CUTE program at their site. The installation plan entailed a scope and sequence academic calendar for a CUTE program for the coming semester. Individual topics to be discussed in each of the three components each day during the eight weeks of seminars were identified. The installation plans were reviewed individually by the workshop staff with each site team, and suggestions and recommendations were made. After the workshop, the site plans were also rated by the workshop staff on eleven different dimensions.

Participants were also asked to keep daily logs during the workshop. Personal impressions obtained of the various workshop activities again revealed the training was viewed as a profitable experience by the participants. The awareness session, the field experience in the inner city and the live-in with an inner-city family were some experiences particularly favored by the participants.

Thus, based on the evaluation data collected, the CUTE Installation Workshop was deemed a success. However, the real proof of the staff's learning how to implement a CUTE program could only be gained by the performance of the installation staffs at their home sites. McREL monitors were dispatched to the sites to observe, evaluate and offer appropriate recommendations.

SITE ACTIVITIES

After the workshop training, the sites proceeded to plan and implement the CUTE program at their home site. Included in such general activities of the sites were teaching seminars in teacher education, sociology and mental health; coordinating sociological field experiences in the inner-city; and arranging observation sessions and student teaching activities in inner-city schools for the CUTE students. Each site, however, had certain unique characteristics or was engaged in particular activities above and beyond the normal implementation of the program. Before describing such special characteristics of individual sites, it would seem appropriate, first, to list student enrollment figures for the eight sites. Therefore, described in Table 1 on the following page is a breakdown, by site and by semester, of the number of students trained through the CUTE diffusion project this past year. Following Table 1 is a report delineating selected activities or characteristics of the eight CUTE installation sites.

TABLE 1

CUTE INSTALLATION SITES-STUDENT ENROLLMENT

SITE NO.	NAME OF SITE	NO. STUDENTS FIRST SEMESTER Fall, 1972	NO. STUDENTS SECOND SEMESTER Winter/Spring, 1973
1.	Boston	13	19
2.	Memphis	22	30
3.	Louisville	13	21
4.	Chicago -Posen Robbins School District	20	15
	-Chicago School Dist.		18
5.	San Antonio	20	16
6.	Milwaukee	30	17
7.	Richmond	12	24
8.	Michigan -Saginaw/East Lansing		17
	TOTALS	130	177

Selected Activities and Special Characteristics of Individual CUTE Installation Sites

Boston. The Boston CUTE program, operating out of Tufts University, was impressive in the sense it was involved with public schools in a neighborhood that represented several different races and cultures. The CUTE students worked in two different elementary schools during the first semester in the Boston Public School System--one of which was 85% Black; and another adjacent to Chinatown, which included almost equal numbers of Black, White, Oriental and Latin pupils. Two of the CUTE students at Boston were also Oriental. This was the only CUTE site that was involved in preparing student teachers to teach pupils from an Oriental sub-culture.

Other strengths of the program included a close working relationship with the Boston Public School System involving coordination of field activities in the schools for the CUTE students and supervision of the CUTE participants during their student teaching; utilization of inner-city community leaders as full participants in the CUTE program, not only in regard to arranging sociological field trips, but also with more global responsibilities as "members" of the instructional staff; and commitment and dedication of the staff, as well as that of teachers and administrators in the school system who were involved to some extent in the CUTE program.

Memphis. The highlight of the CUTE program at Memphis State University centered on its reception of a national award as an innovative project at the annual convention of the Association for Supervision and Curriculum Development (ASCD) in Minneapolis in March, 1973. In the association's awards for outstanding innovative teacher education programs, Memphis-CUTE was selected as the representative program in the 12-state southeast region. The site director also gave a presentation on CUTE at the ASCD convention, as well as at regional meetings of three other professional education associations throughout the year. In addition, the Memphis staff was responsible for articles and reports on CUTE through various

news media in the local area. An interesting feature of this CUTE site was a contractual system for the students' participation in field experiences for the socio-educational component of the program; this arrangement provided students with the opportunity to select field trips of particular interest to them from a list of various activities and experiences. Not unlike most of the installation sites, the Memphis CUTE program received strong support from the dean of the school of education and the CUTE students demonstrated a high degree of commitment and enthusiasm toward the program.

Louisville. Perhaps the greatest strength of the Louisville CUTE program was its location; namely, in the Louisville Urban Education Center, through which many urban education programs are coordinated for the local area. The Center, located in the Brown Education Building of the Louisville Public Schools, is a service and facilitating agency sponsored by the University of Kentucky, University of Louisville and the Louisville Public Schools. The Brown Education Building also houses an open school for children ages eight through sixteen. The school as well as the Center provide an excellent learning resource and environment for the CUTE students, who were from the University of Louisville and the University of Kentucky. This pattern of involvement with other urban education programs or simply other teacher education programs ongoing in the local institution was characteristic of other CUTE installation sites also. The concept of community involvement and real-life experiences in the inner city in preparing student teachers was one facet of the CUTE program that particularly impressed coordinators of other related education programs at the participating institutions.

Prominent among the activities of the Louisville CUTE staff is their work with the cooperating teachers involved in the program. Personal conferences were held and appropriate literature was mailed to the supervising teachers of CUTE students to secure maximum cooperation and to elicit feedback. The cooperating teachers were termed "excellent" by the CUTE staff and were said to sincerely believe in the CUTE concept.

Chicago. The site team at Chicago State University, besides doing a thorough job in implementing the CUTE program, undertook a vigorous campaign this past year to disseminate information about CUTE and their installation site. Due to the staff, many articles were published in local newspapers including the "Chicago Tribune," a film was produced describing the development of the program at Chicago-CUTE, and the site director was interviewed on a radio-talk show. Other dissemination efforts included the production of CUTE buttons and bumper stickers. An old mobile unit called the "CUTE House" provided by the Posen-Robbins School District 143-1/2, where the initial Chicago program was being implemented, served as a central meeting place for the CUTE students. The CUTE House, simply by nature of its existence, seemed to encourage unification and group identity. The students were, indeed, an open, committed and enthusiastic lot. The zeal of the Chicago staff resulted in the establishment of a second local site during the second semester (January-May, 1973), this one located in Chicago School District #21. In all, 53 students were trained through the Chicago-CUTE program this year, the largest group of students trained at any one site, surpassing the enrollment at Memphis State by 1.

A unique aspect of the Chicago site was the racial make-up of their student enrollment. The CUTE students there were predominantly black and from impoverished backgrounds. This was the only CUTE site and the first time anywhere that a CUTE program had been utilized to train such a student population; usually CUTE students are white and from middle-class backgrounds. The success of the Chicago site demonstrates, for the first time, that CUTE is an appropriate program to train black prospective teachers as well as whites to teach in an inner-city environment.

San Antonio. A distinctive aspect of San Antonio CUTE was the relatively high concentration of Mexican-Americans among its CUTE student population: namely, 40 percent the first semester and 25 percent the second semester. The San Antonio site, operating through an education service center, in effect, served as a consortium site with three small private colleges participating the first semester and four the second semester. To conform to state requirements, the site was the first of the diffusion sites to revise the CUTE model to a competency-based approach to teacher education. On all visits to the site, the McREL monitor reported the CUTE students expressed very positive impressions of the training program, noting in particular the educational relevance of program activities. The interest of the students and staff was matched by that of the local school district, which was very receptive to hiring CUTE graduates.

Milwaukee. The Milwaukee CUTE program was operated through the University of Wisconsin at Milwaukee. The center of operations for the program was actually a Title I elementary school. Utilization of such a school located directly in the inner city had many advanaages for making this program a relevant experience for training urban teachers. A distinctive aspect of Milwaukee CUTE was the fact that all student teachers preparing to teach at the elementary level were assigned to this Title I school where the CUTE site was headquartered; likewise, all CUTE students interested in teaching at the secondary level did their student teaching in the same secondary school. This practice enabled the experienced teachers already teaching at these schools to become thoroughly acquainted with the goals and techniques of the CUTE program. Thus, this experience served an in-service function for a portion of Milwaukee's public school teachers.

Strengths of Milwaukee CUTE included: strong support from administrators in the school of education, and most importantly, overwhelming satisfaction of the students regarding their involvement in the program, training experience, program objectives and relevancy for the inner city.

Richmond. The Richmond City Public Schools and Virginia Commonwealth University cooperated in conducting the CUTE program in Richmond. Unusual aspects of this program revolved around the fact all pupils in the public schools attended integrated schools due to mandatory busing. Hence, unlike other CUTE sites, no CUTE students in Richmond taught or observed in classrooms where all pupils were from poverty-stricken areas. Like the Chicago site, Richmond CUTE also acquired a trailer to serve the students as a focal point of program activities. One site activity involved the production of two attractive brochures describing the Richmond CUTE program. The Richmond staff also established rapport with the Virginia State Department of Education, resulting in a feature article about CUTE in the February, 1973, issue of the department's magazine. Other high points of the program centered on the able leadership of the director, dedication of the staff and the sincerity and enthusiasm of the participating CUTE students.

Michigan State. Two locations were involved in the CUTE site in Michigan, which began operation in January, 1973. Students attended seminars the first half of the program on the main campus of Michigan State University in East Lansing, then did their student teaching the second half of the program in the urbar area of Saginaw. The unique feature of this site was that it was operated during two 12-week quarters, rather than on a 16-week semester system. This was the first time a CUTE program was conducted according to this type of academic calendar and it was a success. Another interesting aspect of this site was the fact some students rented apartments in a low-income housing project near a school where certain CUTE students were doing their student teaching. This arrangement not only helped to promote unity of the CUTE group, but also provided a great opportunity for the students to associate with some of their inner-city pupils on an informal basis. Regarding the academic preparation of students in Michigan CUTE, two innovations were initiated: a

performance-based instructional module in secondary reading methods was included in the program; and the College of Human Medicine was involved in the CUTE training by providing a faculty member (a social psychologist) to teach the Mental Health Component.

In closing out the seminar-part of the program, a weekend retreat was held for the CUTE students. This served as a great experience for developing cohesiveness of the group. Thus, besides the commitment of the staff and enthusiasm of the students manifested at this site, as at virtually every other CUTE installation, Michigan CUTE was distinctive in several regards.

EVALUATION

The purpose of evaluating the CUTE diffusion effort was twofold:

a. To determine if the project was accomplishing it stated goal--i.e., if the CUTE program was being implemented properly at the eight installation sites; and

b. to assess if there were ongoing operational problems or weaknesses at each of the sites during the year so as to rectify them immediately and thereby preserve the success of the program.

A formative or process evaluation plan was developed to accomplish this purpose. The design entailed both the administration of tests to the students at the CUTE installation sites and ratings of the sites by McREL monitors on program characteristics essential to the proper implementation of CUTE.

Monitors' Reports

Monitors were used to determine if the CUTE programs were being implemented properly at the sites and, if necessary, to provide technical assistance in the form of suggestions and materials.

Three McREL monitors--Emma Jean Clark, Manouchehr Pedram and Charles Rankin, all with teaching experience in CUTE programs in Kansas City or Wichita--made three on-site visits to the CUTE installation sites during the 1972-1973 academic

year. Two moniotrs were each assigned two sites to visit, and the third monitor visited three sites the first semester and four the second semester when Michigan State began its operations. Discussion with the CUTE students, faculty and the site director, tours of the local inner-city community, meetings with local administrators and attending student seminars were typical activities in which monitors engaged during their visits.

Three kinds of reports were generated by the McREL monitors regarding their on-site visits:

1. responses to a from reporting individual interviews with the site directors;
2. responses to an evaluation checklist; and
3. narrative summaries reporting activities in which the monitors engaged at the site, strengths and weaknesses of the site and the monitor's recommendations. Monitors

Monitors were not required to submit the first kind of report, interview report forms, for the third on-site visit, which occurred during the second semester.

Monitors' ratings of each site on the items on the Evaluation Checklist, for each of the three visits, are reported below. Other kinds of monitor reports--i.e., narrative summaries and interview reports--are not included for several reasons. First, there is an overlap in content between the various reports. Secondly, some of the information, particularly in the narrative summaries, is confidential and is of interest and concern only to the coordinating staff of the project. Thirdly, inclusions of all such reports would increase the length of this document to undue proportions.

Blank copies of the forms constructed for the monitors' use are included in Appendix A.

Monitors' Ratings - Site Visit #1. Monitors made their initial visits to the installation sites in September, 1972. They rated the installation sites on 23 items pertaining to the proper implementation of CUTE. A numerical rating of the sites (listed anonymously) assigned by the monitors on each factor investigated appear in Table 2.

TABLE 2

MONITORS' RATINGS OF CUTE INSTALLATION SITES ON 23 APPROPRIATE ITEMS

EVALUATION CHECKLIST--MONITORS' FIRST VISITS

ITEM	RATING* ASSIGNED TO INDIVIDUAL SITES						
	#1	#2	#3	#4	#5	#6	#7
1. An advisory committee is and has been involved in planning the CUTE program.	5	1	2	5	5	1	2
2. Every component of the program relates to the overall goal of training students to teach in the inner city.	5	4	5	5	3	4	4
3. All components of the program are moving toward specific objectives.	5	5	4	5	3	4	4
4. This program should accomplish the objectives delineated in the CUTE Manual.	5	4	4	5	4	4	4
5. The inner city community (outside of the schools) is involved in the operation of this CUTE program.	5	2	2	4	4	2	3
6. The project provides for flexibility.	5	4	5	5	4	3	4
7. The staff is following the installation plan submitted.	4	4	2	4	3	3	4
8. There is good cooperation among the staff from all three disciplines.	5	5	4	4	2	4	4
9. The staff is fulfilling its duties and responsibilities to the project.	5	4	4	5	4	4	4

*1=LOWEST RATING; 5=HIGHEST RATING; ID=INSUFFICIENT DATA

ITEM	RATING ASSIGNED TO INDIVIDUAL SITES						
	#1	#2	#3	#4	#5	#6	#7
10. Facilities are adequate for conducting the CUTE program.	5	4	5	5	3	4	4
11. The staff members are following the CUTE Manual.	5	4	4	5	4	4	4
12. The project director's role is clearly defined.	5	5	4	5	4	5	4
13. Project personnel roles are clearly defined.	5	5	4	4	4	4	4
14. The project staff have a clear understanding of the educational objectives of the CUTE program.	5	4	4	5	3	3	4
15. The members of the staff are implementing these objectives in terms of activities.	5	4	4	5	4	4	4
16. Plans for evaluating students have been made.	5	4	2	5	4	4	3
17. An open and honest relationship exists between students and staff.	4	4	4	4	4	4	4
18. An open and honest relationship exists among the students themselves.	4	4	4	4	5	5	4
19. Students are reacting positively and enthusiastically to the CUTE program at this site.	5	5	4	5	5	5	3
20. Staff members are doing an adequate job of teaching the CUTE students.	I.D.	4	4	5	4	4	3
21. Techniques of reflective inquiry are being utilized in student seminars.	I.D.	3	4	4	2	3	3
22. Worthwhile field experiences are being planned or undertaken by CUTE students.	5	3	4	5	5	3	4
23. Students have an opportunity to ventillate their fears, concerns, and complaints at this site.	5	4	4	5	4	4	3
TOTALS	102	90	87	108	87	85	84

The results are encouraging. Of the total number of 159 responses reported above by the monitors for all seven sites, 49 or approximately 31 percent were ratings of 5, the highest rating, 81 or 51 percent were ratings of 4, 18 or 11 percent were ratings of 3, and only 11 or 7 percent were ratings of 2 or 1, the lowest rating. (Two items were omitted by one monitor because it was felt there was sufficient data gathered during the visit to assign an appropriate rating.) Thus, there is some evidence the seven sites are implementing the CUTE program with a high degree of success.

At least five of the seven sites received ratings of 4 or 5 on all items except for the following:

1. Involvement of an advisory committee (Item 1);
2. Involvement of the inner-city community in the operation of the program (Item 5);
3. Following the original installation plan (Item 7); and
4. Utilization of reflective inquiry techniques (Item 21).

Of these, only the lack of involvement of the inner-city community was viewed as a critical deficiency. However, all four of these points, as well as other particular weaknesses in evidence at the individual sites, were discussed by the monitors with the directors and appropriate recommendations were made.

In regard to particular positive findings, at least six of the seven sites were rated above average on such critical features of the CUTE installation process as:

1. Relationship of each component of their program to inner-city teacher training.
2. Movement toward specific objectives.
3. Projection of attainment of CUTE objectives.
4. Cooperation among all members of the staff.
5. Fulfillment of the staffs' duties and responsibilities.
6. Following of the CUTE Manual.

7. Understanding of the CUTE objectives.
8. Implementation of those objectives.
9. Open and honest relationship between the students and staff and among the students themselves.
10. Enthusiasm of the CUTE students.
11. Opportunity for students to ventilate their fears and concerns.

In general, the monitors found that the staffs and students at the installation sites were enthusiastic about the CUTE program, and a positive prognosis was forecast for all.

Monitors' Ratings - Site Visit #2. Monitors made their second on-site visits in October or November, 1972. Monitors' ratings of each site on 16 items on a revised Evaluation Checklist are reported below.

TABLE 3

(page 21)

Like the monitors' ratings from their first on-site visits, the results are encouraging. Of the total number of 112 ratings assigned by the monitors to the seven sites, 35 or approximately 31 percent were ratings of 5, the highest rating, 51 or approximately 46 percent were ratings of 4, 18 or about 16 percent were "3's," and a total of only 8 or approximately 7 percent were ratings of 2 or 1, the lowest rating. Thus, coupled with the positive results from the monitors' first visits, there is considerable evidence the seven sites are implementing the CUTE program with a high degree of success.

At least five of the seven sites received above-average ratings (a 4 or 5) on all but two of the 16 items. The average rating for the sites was at least 3.9 for the following 13 items:

1. Implementation of previously palnned learning experiences.
2. Projection of attainment of CUTE objectives.

TABLE 3

MONITORS' RATINGS OF CUTE INSTALLATION SITES ON 16 APPROPRIATE ITEMS: EVALUATION CHECKLIST-MONITORS' SECOND VISIT

Item	RATING* ASSIGNED TO INDIVIDUAL SITES #1	#2	#3	#4	#5	#6	#7	MEAN RATING PER ITEM
1. Learning experiences previously planned for this CUTE program have been implemented.	3	4	4	5	4	4	4	4.0
2. This program should accomplish the objectives delineated in the CUTE Manual.	4	4	4	5	4	4	4	4.1
3. The inner city community (outside of the schools) is involved in the operation of this CUTE program.	5	3	3	4	3	2	2	3.1
4. The staff is following the installation plan submitted.	4	4	3	5	4	3	4	3.9
5. There is good cooperation among the staff from all three disciplines.	4	5	3	5	4	3	4	4.0
6. The staff is fulfilling its duties and responsibilities to the project.	5	5	3	5	4	3	4	4.1
7. The staff members are following the CUTE Manual.	4	4	3	5	4	3	4	3.9

*1=LOWEST RATING; 5= HIGHEST RATING; ID=INSUFFICIENT DATA

Table 3 (continued)

Item	#1	#2	#3	#4	#5	#6	#7	MEAN RATING PER ITEM
8. Enough student seminars are being conducted during the student teaching period.	5	5	4	5	3	2	4	4.0
9. Appropriate seminars are being conducted at this time.	5	5	4	5	2	1	4	3.7
10. Plans for evaluating students have been made.	5	4	3	5	4	2	5	4.0
11. Monitor's recommendations from the previous site visit have been followed.	5	4	4	5	4	2	4	4.0
12. An open and honest relationship exists between students and staff.	4	4	3	4	5	3	4	3.9
13. An open and honest relationship exists among the students themselves.	4	5	4	5	5	4	4	4.4
14. Students are reacting positively and enthusiastically to the CUTE program at this site.	4	5	4	5	5	5	4	4.6
15. Students have an opportunity to ventillate their fears, concerns, and complaints at this site.	5	5	3	5	3	1	4	3.7
16. The overall reaction of the CUTE staff to the first eight weeks of the program is positive.	5	5	4	5	4	4	4	4.4
TOTAL POINTS	71	71	56	78	62	46	63	

3. Pursuit of the original installation plan submitted.
4. Cooperation among all members of the staff.
5. Fulfillment of the staffs' duties and responsibilities.
6. Following of the CUTE Manual.
7. Quantity of student seminars being offered during the student teaching period.
8. Plans for evaluating the students.
9. Incorporation of the monitor's recommendations from the previous site visit.
10. Open and honest relationship between the students and staff.
11. Open and honest relationship among the students themselves.
12. Enthusiasm of the students toward the CUTE program.
13. Reaction of the staff to the first eight weeks of the CUTE program.

Thus, the installation site staffs are doing a good job carrying out the CUTE program at their home sites. Perhaps the best indication of this is the positive and enthusiastic attitude of the CUTE students at the installation sites. As can be seen from Table 3, the highest average rating (4.6) given by the monitors on any item was for Item 14, regarding the students' positive reaction to the CUTE program.

Monitors' Ratings - Site Visit #3. Monitors made their final visits to the CUTE installation sites at various times during the spring semester, 1973. Ratings of each site on 19 items on a final Evaluation Checklist are reported below.

TABLE 4

(page 24)

The results were, again, encouraging. Of the total number of 152 ratings assigned by the monitors to the eight sites, 76 or exactly 50 percent were ratings of 5, the highest rating; 56 or about 37 percent were ratings of 4; and only 20 or approximately 13 percent were "3's." No sites were assigned ratings of 2 or 1, the

TABLE 4

MONITORS' RATINGS OF CUTE INSTALLATION SITES ON 19 APPROPRIATE ITEMS:

EVALUATION CHECKLIST - MONITORS' THIRD VISIT

ITEM	*RATING ASSIGNED TO INDIVIDUAL SITES								MEAN RATING PER ITEM
	#1	#2	#3	#4	#5	#6	#7	#8	
1. Learning experiences previously planned for this CUTE program have been implemented.	5	4	4	5	5	3	4	4	4.3
2. This program should accomplish the objectives delineated in the CUTE Manual.	5	5	4	5	5	3	4	5	4.5
3. The inner-city community (outside of the schools) is involved in the operations of this CUTE program.	5	4	4	5	4	3	3	4	4
4. The staff is following the installation plan submitted.	5	5	3	5	5	3	4	5	4.4
5. There is good cooperation among the staff from all three disciplines.	5	5	4	5	4	4	3	5	4.4
6. The staff is fulfilling its duties and responsibilities to the project.	5	5	4	5	5	3	4	5	4.5
7. The staff members are following the CUTE Manual.	5	4	3	5	4	3	3	4	3.9
8. Enough student seminars are being conducted.	5	5	5	5	3	3	4	4	4.3
9. Appropriate seminars are being conducted at this time.	5	5	4	5	4	3	4	4	4.3
10. Plans for evaluating students have been made.	4	5	4	5	4	4	4	5	4.4
11. Monitor's recommendations from the previous site visit have been followed.	5	4	5	5	4	3	4	5	4.4

*1=lowest rating; 5=highest rating; ID=insufficient data

Table 4 (continued).

ITEM	#1	#2	#3	#4	#5	#6	#7	#8	MEAN RATING PER ITEM
12. An open and honest relationship exists between students and staff.	4	4	5	5	5	3	4	5	4.4
13. An open and honest relationship exists among the students themselves.	5	5	4	5	5	4	4	5	4.6
14. Students are reacting positively and enthusiastically to the CUTE program at this site.	5	5	4	5	5	4	5	5	4.7
15. Students have an opportunity to ventillate their fears, concerns and complaints at this site.	4	5	5	5	5	4	4	4	4.5
16. The project staff have a clear understanding of the educational objectives of the CUTE program.	5	5	4	5	5	4	4	5	4.6
17. The members of the staff are implementing these objectives in terms of programatic activities.	5	5	3	5	5	3	3	5	4.3
18. The overall reactions and/or attitudes of the staff toward the CUTE program is positive.	5	5	4	5	5	4	5	5	4.7
19. Worthwhile field experiences are being undertaken by the CUTE students at this site.	4	4	4	5	4	3	4	4	4
TOTAL POINTS	91	89	77	95	86	64	74	88	

lowest ratings. Thus, coupled with the positive findings from the monitors' first and second visits, there is considerable evidence the eight sites did in fact implement the CUTE program with a high degree of success.

At least six of the eight sites received above-average ratings (a 4 or 5) on all but two (Items 7 and 17) of the 19 items. The average rating for the sites was at least 4.3 for all but three items (Items 3, 7 and 19). These are clearly very positive results.

Thus, the installation site staffs have done an excellent job implementing the CUTE program at their home sites. Perhaps the best indication of this is the very positive and enthusiastic attitude of both the CUTE students and CUTE staff toward the program at the diffusion sites. As can be seen from Table 4, the highest average rating (4.7) given by the monitors on any of the items was for Item 14, relating to the students' positive attitudes and Item 18, relating to the staffs' attitudes toward the CUTE program.

Testing of Students

As a further means of assessing the effectiveness of sites involved in the CUTE diffusion effort, tests were administered to students at the CUTE installation sites during the 1972 fall semester. CUTE students completed the following instruments:

-Cultural Attitude Inventory (CAI)
-Teaching Situation Reaction Test (TSRT)
-Semantic Differential
-Personal Orientation Inventory (POI)

The instruments were administered at three testing times during the fall semester; Time 1, at the beginning of the semester; Time 2, after the first eight weeks of seminars; and Time 3, at the end of the semester, at the conclusion of the student teaching period. Copies of the four instruments are included in Appendix B. A brief description of each instrument follows:

CULTURAL ATTITUDE INVENTORY (CAI)

The Cultural Attitude Inventory (Skeel, 1966) was devised by Skeel to collect data relevant to teacher compatibility in culturally deprived schools. The CAI referred to here was revised for McREL by the author so that the instrument might serve a similar purpose for the Cooperative Urban Teacher Education program. In the present form, items 18, 34, 42, 44 and 50 are slightly different from those in the original instrument.

The revised CAI is composed of 50 statements, most of them describing the behavior of culturally deprived children. The items are scored on a 5-point scale depending on the subject's agreement with the statement. Possible total scores, therefore, range from 250 (culturally compatible) to 50 (culturally incompatible).

Skeel (1966, page 52) reports the reliability of the original instrument as computed by the Kuder-Richardson formula of internal consistency to be .46, N=190. She states that her study supports the notion that the CAI can be useful in identifying those student teachers who should be able to work effectively with culturally deprived children (Skeel, 1966, page 74).

TEACHING SITUATION REACTION TEST (TSRT)

The Teaching Situation Reaction Test (Duncan and Hough, 1966) is a pencil-and-paper simulated teaching situation which is intended to assess a person's perceptions of the kinds of teacher behavior which are appropriate in a variety of classroom circumstances such as course planning, handling restlessness and inattention, handling conflict between two students, handling conflict between a student and the class as a whole, working with shy students, etc. The form referred to here is a slightly modified version of the instrument which has been under development by Duncan, Hough and others over the past ten years.

A very adequate description of the TSRT may be found in Duncan (1966). Briefly, the latest form of the TSRT is a 48-item test intended to measure a construct consisting of the following dimensions: (1) the type of teacher classroom control--indirect versus direct; (2) the classroom relationships the teacher has with students--student-centered or teacher-centered; (3) the approach the teacher takes to classroom problem solving--objective versus subjective; and (4) the approach the teacher has toward classroom methodology--experimental versus conservative.

The form referred to here consists of 44 items which require the student to respond to an inner-city classroom situation by ranking a set of four teacher behaviors as to their appropriateness in light of the situation. Student responses are scored (by a key which reflects agreement with the construct underlying the instrument) according to the procedures suggested by Remmer, Gage and Rummel (1965, p. 261). Under these procedures a subject's score may range from 0 (total disagreement with the key) to 880 (total agreement).

Duncan (1966) reports a test-retest reliability of .84, with 84 preservice teachers at the Ohio State University after an interval of eight days. The author also reports two studies which indicate the unmodified instrument to be fake-resistant.

Studies reported by the test authors suggest that the test will predict student teaching grades as well as teacher performance. These include subject matter competence, teacher-pupil relationships, ability to manage classroom situations and human relation skills as measured on the Barrett-Lennard Relationship Inventory.

Weber (1968) reports significant correlations between the 48-item TSRT and McREL's 44-item modification (.92, N=30, 44 item test--48 item retest; and .94, N=30, 48 item test--44 item retest) indicating a relationship between the two forms which is extremely high.

SEMANTIC DIFFERENTIAL (S.D.)

The Semantic Differential, developed by Charles Osgood, is an attitudinal measure utilizing a seven-point scale which yields information about the meaning respondents attach to selected topics. Topics chosen for this evaluation for respondents to react to are nine important concepts associated with the CUTE training program: inner-city environment, teaching as a profession, principals, low-income families, lecturing, self-awareness, cooperating teachers, classroom discussion, and social relevance.

There are three subscales on the Semantic Differential: the Evaluation (E) Scale, the Potency (P) Scale, and the Activity (A) Scale.

E-Scale. Appearing first and accounting for one-half to three-fourths of the extractable variance is the pervasive Evaluative factor. This is considered the attitudinal variable in human thinking because it is based on both achieved and anticipated rewards and punishments. For the form of the Semantic Differential administered to the students at the CUTE installation sites, the four pairs of polar adjectives used to measure the evaluative factor were: good-bad, unpleasant-pleasant, valuable-worthless, and sad-happy.

P-Scale. The Potency factor is usually the second factor to be identified and typically accounts for about half the variance of the first factor. This factor is often referred to as the "football player factor" because it is concerned with power, size, weight, toughness, and the like. For the form of the Semantic Differential administered at the CUTE installation sites, the four pairs of polar adjectives used to measure the potency factor were: weak-strong, hard-soft, small-large, and heavy-light.

A-Scale. The Activity factor is generally the third to be identified and accounts for less of the variance than the second factor. It is characterized by quickness, excitement, warmth, agitation and the like. For the form of the Semantic Differential administered to the students at the CUTE installation sites, the four pairs of polar adjectives used to measure the activity factor were: fast-slow, passive-active, hot-cold, and dull-sharp.

An excellent reference for the Semantic Differential is The Measurement of Meaning, by Charles E. Osgood, George J. Suci, and Percy H. Tannenbaum, published by the University of Illinois Press, 1967.

PERSONAL ORIENTATION INVENTORY (POI)

The Personal Orientation Inventory (POI) is a standardized psychological inventory which assesses the degree to which one can be classified a "self-actualized" person--one who is more fully functioning and lives a more enriched life than the average person. Twelve scales are included:

Time Orientation - degree to which one is "present-oriented;"
Mode of Reaction - "self-oriented" versus "other-oriented;"
Self-Actualizing Value - affirmation of primary values of self-actualizing people;
Existentiality - ability to situationally react without rigid adherence to principles;
Feeling Reactivity - sensitivity of responsiveness to one's own needs and feelings;
Spontaneity - freedom to react spontaneously or to be oneself;
Self Regard;
Self Acceptance;
Nature of Man - degree of the constructive view of the nature of man, masculinity, femininity;
Synergy - ability to transcend dichotomies;
Acceptance of Aggression;
Capacity for Intimate Contact.

This instrument represents an attempt to measure the effect of the Mental Health component of CUTE. A test manual providing a thorough explanation of the POI, test booklets, answer sheets, scoring keys, etc., can be obtained from:

Educational and Industrial
Testing Service
P. O. Box 7234
San Diego, California 92107

ANALYSIS

Descriptive statistics were employed to analyze the data. Means and standard devidations for the three testings were computed for all of the students from the installation sites who participated in the testings. t-tests were also calculated to test the significance of the difference between means for the three testing times. These statistics are reported in Table 5, which follows, on pages 30-35.

RESULTS

Out of all the t-tests computed, not a great many were found to be significant. It was hoped the CUTE students would demonstrate an increase in mean scores from Time 1 (or Time2) to a later testing time--thereby manifesting a meritorious effect of the treatment of the CUTE program--but this was not always the case. However,

TABLE 5

PERFORMANCE OF CUTE STUDENTS AT THE INSTALLATION SITES ON THREE TESTINGS, FALL 1972:
NUMBER OF STUDENTS, MEANS, STANDARD DEVIATIONS,
t-TESTS, AND COMPARATIVE DATA FROM PREVIOUS CUTE STUDENTS

VARIABLE	HIGHEST POSSIBLE SCORE	TIME 1			TIME 2			TIME 3			T_2 vs. T_1		T_3 vs. T_2		T_3 vs. T_1	
		N	$\bar{X}$	s.d.	N	$\bar{X}$	s.d.	N	$\bar{X}$	s.d.	N	t	N	t	N	t
CAI	250	111	198.65	10.70	111	197.51	14.09	97	191.28	18.04	111	-1.00	97	-2.12*	97	-4.0***
CAI (previous CUTE students)	250	329	195.		343	202		343	201							
TSRT	880	110	513.56	46.22	110	516.21	45.18	96	490.42	49.58	110	.67	92	-5.24***	96	-4.65***
TSRT (previous CUTE students)	880	351	515.		351	523.		351	514.							
SEMANTIC DIFFERENTIAL																
Concept: Inner City Environment E-Scale	28	113	15.71	4.45	113	15.76	4.21	79	17.48	5.37	113	.11	79	3.76****	79	3.37***
P-Scale	28	113	19.46	4.35	113	20.70	3.83	79	21.72	3.92	113	2.78***	79	1.92	79	3.55***
A-Scale	28	113	19.05	4.21	113	20.03	4.51	79	21.33	4.65	113	2.33**	79	2.59**	79	3.51***

s.d.=standard deviation

Note: A positive t indicates an increase in means from one testing time to a later testing time; a negative t indicates a decrease in mean score.

*Significant at .05 level **Significant at .025 level ***Significant at .01 level ****Significant at .001 level (or beyond)

Table 5 (continued)

VARIABLE	HIGHEST POSSIBLE SCORE	TIME 1			TIME 2			TIME 3			T_2 vs. T_1		T_3 vs. T_2		T_3 vs. T_1	
		N	$\bar{X}$	s.d.	N	$\bar{X}$	s.d.	N	$\bar{X}$	s.d.	N	t	N	t	N	t
Concept: Teaching as a Profession E-Scale	28	113	23.48	3.42	113	23.38	3.83	79	23.37	4.42	113	-.23	79	-1.79	79	-.48
P-Scale	28	113	21.69	4.22	113	21.68	3.52	79	22.11	3.93	113	-.02	79	.20	79	-.53
A-Scale	28	113	21.83	4.09	113	22.65	6.80	79	23.06	4.05	113	1.24	79	-.59	79	1.38
Concept: Principals E-Scale	28	111	19.83	4.26	111	19.16	3.97	77	20.82	4.88	111	-1.59	77	2.53**	77	2.42**
E-Scale (previous CUTE students)	28	149	21		149	21		149	21							
P-Scale	28	111	19.69	3.53	111	19.39	3.57	77	19.86	4.42	111	-.86	77	1.04	77	.04
P-Scale (previous CUTE students)	28	75	20		75	21		75	21							
A-Scale	28	111	18.92	4.47	111	18.83	4.15	77	19.79	5.07	111	-.86	77	1.95	77	2.14*
A-Scale (previous CUTE students)	28	75	20		75	20		75	20							
Concept: Low Income Families E-Scale	28	112	16.64	5.09	112	17.20	4.41	77	17.18	5.30	112	1.16	78	.13	77	.96
P-Scale	28	111	18.12	3.97	111	19.27	3.38	77	19.51	3.50	111	2.49**	77	.26	77	3.09***
A-Scale	28	112	16.11	4.39	112	17.92	4.46	78	17.81	4.75	112	4.58****	78	-.90	77	3.03***

Table 5 (continued)

VARIABLE	HIGHEST POSSIBLE SCORE	TIME 1 N	TIME 1 $\bar{X}$	TIME 1 s.d.	TIME 2 N	TIME 2 $\bar{X}$	TIME 2 s.d.	TIME 3 N	TIME 3 $\bar{X}$	TIME 3 s.d.	T_2 vs. T_1 N	T_2 vs. T_1 t	T_3 vs. T_2 N	T_3 vs. T_2 t	T_3 vs. T_1 N	T_3 vs. T_1 t
Concept: Lecturing[1] E-Scale	28	111	15.26	4.97	111	14.60	5.22	78	14.54	5.42	111	-2.20*	78	.49	77	-.77
E-Scale (previous CUTE students)	28	149	17.		149	15.		1.9	16.							
P-Scale	28	111	16.25	3.97	111	16.60	3.62	78	16.37	3.80	111	.84	78	-.05	77	.71
P-Scale (previous CUTE students)	28	75	18.		75	17.		75	18.							
A-Scale	28	111	13.96	4.94	111	13.32	5.61	77	13.47	5.31	111	-1.11	78	.97	77	-.41
A-Scale (previous CUTE students	28	75	15.		75	12.		75	14.							
Concept: Self-Awareness E-Scale	28	112	23.60	3.38	112	23.04	3.61	78	24.04	3.83	112	-1.52	78	1.40	78	-.24
P-Scale	28	112	21.99	3.78	112	21.45	3.98	78	22.29	3.94	112	-1.50	78	.76	78	-.90
A-Scale	28	112	21.75	3.58	112	21.59	3.85	78	22.86	4.05	112	- .41	78	1.02	78	.28
Concept: Cooperating Teacher E-Scale	28	112	21.77	4.26	112	21.77	4.78	77	22.48	5.57	112	0.0	77	1.29	77	1.30
P-Scale	28	112	19.98	4.29	112	18.75	3.56	77	19.31	4.60	112	-2.69***	77	1.17	77	-2.17*
A-Scale	28	112	19.57	4.46	112	19.66	4.68	77	21.78	7.73	112	.17	77	1.79	77	2.35**

[1]Note: Decrease in mean score is desirable here, since emphasis in CUTE program is away from lecturing as a teaching technique and toward greater interaction with students, such as through class discussion.

Table 5 (continued)

VARIABLE	HIGHEST POSSIBLE SCORE	TIME 1 N	TIME 1 $\bar{X}$	TIME 1 s.d.	TIME 2 N	TIME 2 $\bar{X}$	TIME 2 s.d.	TIME 3 N	TIME 3 $\bar{X}$	TIME 3 s.d.	T_2 vs. T_1 N	T_2 vs. T_1 t	T_3 vs. T_2 N	T_3 vs. T_2 t	T_3 vs. T_1 N	T_3 vs. T_1 t
Concept: Class Discussion E-Scale	28	112	23.71	3.86	112	23.46	4.08	78	22.53	4.67	112	-.63	78	-2.51**	76	-2.06*
E-Scale (previous CUTE students)	28	149	25.		149	25.		149	25.							
P-Scale	28	112	20.82	3.97	112	20.66	3.97	78	20.50	4.31	112	-.37	78	-1.14	76	-2.03**
P-Scale (previous CUTE students)	28	75	20.		75	20.		75	20.							
A-Scale	28	112	22.18	4.19	112	21.95	4.47	78	21.40	4.67	112	-.45	78	-1.82	76	-1.62
A-Scale (previous CUTE students)	28	75	23.		75	24.		75	24.							
Concept: Social Relevance E-Scale	28	112	22.26	4.05	112	22.17	4.13	78	21.82	4.43	112	-.19	78	-1.60	77	-1.64
P-Scale	28	112	21.29	3.95	112	20.33	3.90	78	20.40	4.15	112	-2.26*	78	-.78	77	-2.93***
A-Scale	28	112	20.95	4.49	112	20.96	3.89	78	20.85	4.35	112	.02	78	-1.44	77	-.64
Personal Orientation Inventory (POI)																
Time[2] IMCOMPETENCE (T_I)	23	108	5.29	3.02	108	6.02	4.03	99	5.03	3.28	108	2.24*	97	-2.52**	99	-.69
Time[3] COMPETENCE (T_C)	23	108	17.18	2.98	108	17.29	6.16	99	17.51	3.77	108	.21	97	.33	99	1.75

[2]A low score is desirable on this variable.

[3]A high score is desirable on this variable.

Table 5 (continued)

(POI continued) VARIABLE	HIGHEST POSSIBLE SCORE	TIME 1 N	TIME 1 $\bar{X}$	TIME 1 s.d.	TIME 2 N	TIME 2 $\bar{X}$	TIME 2 s.d.	TIME 3 N	TIME 3 $\bar{X}$	TIME 3 s.d.	T_2 vs. T_1 N	T_2 vs. T_1 t	T_3 vs. T_2 N	T_3 vs. T_2 t	T_3 vs. T_1 N	T_3 vs. T_1 t
TIME RATIO (T_C/T_I)		103	5.37	5.09	103	5.22	5.68	97	5.96	5.42	103	-.32	93	1.02	97	1.44
TIME RATIO (previous CUTE students)		67	2.84		67	3.00		67	2.89							
OTHER-DIRECTEDNESS (O-Scale)[4]	127	108	39.69	11.10	108	39.52	12.55	97	37.32	10.59	108	-.21	97	-1.74	99	-1.28
INNER-DIRECTEDNESS (I-Scale)[5]	127	108	83.75	10.86	108	85.65	13.04	99	88.28	12.14	108	2.10*	97	1.63	99	4.22****
SUPPORT RATIO (I/O)		105	2.39	.99	105	2.54	1.18	99	2.71	1.35	105	1.68	94	1.22	99	2.13*
SUPPORT RATIO (previous CUTE students)		67	1.91		67	2.21		67	2.25							
SELF-ACTUALIZING VALUE	26	108	19.56	3.14	108	19.93	3.47	99	20.42	3.46	108	1.28	97	1.01	99	2.19*
SELF-ACTUALIZING VALUE (previous CUTE students)	26	67	19.82		67	20.60		67	20.49							
EXISTENTIALITY	32	108	20.67	4.50	108	20.99	5.05	99	21.94	4.35	108	.83	97	1.25	99	2.99***
EXISTENTIALITY (previous CUTE students)	32	67	20.75		67	21.58		67	22.25							
FEELING REACTIVITY	23	108	15.81	2.71	108	15.99	2.82	99	16.38	2.90	108	.76	97	1.02	99	1.46
FEELING REACTIVITY (previous CUTE students)	23	67	15.36		67	16.57		67	16.30							

[4]A relatively low score (compared with the "Inner-Directed" Sub-scale) is desirable here.
[5]A relatively high score (compared with the "Other-Directed" Sub-scale) is desirable here.

Table 5 (continued)

(POI continued) VARIABLE	HIGHEST POSSIBLE SCORE	TIME 1 N	TIME 1 $\bar{X}$	TIME 1 s.d.	TIME 2 N	TIME 2 $\bar{X}$	TIME 2 s.d.	TIME 3 N	TIME 3 $\bar{X}$	TIME 3 s.d.	T_2 vs. T_1 N	T_2 vs. T_1 t	T_3 vs. T_2 N	T_3 vs. T_2 t	T_3 vs. T_1 N	T_3 vs. T_1 t
SPONTANEITY	18	108	11.97	2.66	108	12.16	2.71	97	13.11	2.51	108	.88	97	3.30****	99	3.78****
SPONTANEITY (previous CUTE students)	18	67	11.94		67	12.32		67	12.52							
SELF-REGARD	16	108	12.02	2.43	108	12.49	2.42	99	12.16	2.35	108	2.18*	97	-1.59	99	.87
SELF-REGARD (previous CUTE students)	16	67	11.96		67	12.24		67	12.55							
SELF-ACCEPTANCE	26	108	16.28	6.68	108	16.18	3.40	99	16.73	3.51	108	.17	97	1.42	99	.54
SELF-ACCEPTANCE (previous CUTE students)	26	67	15.87		67	16.51		67	16.82							
CONSTRUCTIVE VIEW OF NATURE OF MAN	16	108	11.74	1.93	108	11.77	2.45	99	12.08	2.42	108	.13	97	.51	99	1.46
CONSTRUCTIVE VIEW OF NATURE OF MAN (previous CUTE students)	16	67	11.83		67	12.45		67	12.40							
SYNERGY	9	108	7.09	1.80	108	6.93	1.61	99	7.19	1.39	108	-.94	97	1.03	99	.91
SYNERGY (previous CUTE students)	9	67	7.06		67	7.57		67	7.40							
ACCEPTANCE OF AGGRESSION	25	107	15.91	3.23	107	16.64	3.29	99	16.78	3.20	107	2.37**	96	.39	99	2.47**
ACCEPTANCE OF AGRESSION (previous CUTE students)	25	67	16.42		67	16.91		67	17.57							
CAPACITY FOR INTIMATE CONTACT	28	107	18.46	3.25	107	18.77	3.80	99	19.40	3.77	107	1.00	96	.95	99	2.68***
CAPACITY FOR INTIMATE CONTACT (previous CUTE students)	28	67	18.08		67	19.02		67	19.66							

significant increases in mean scores were found on the following variables:

SEMANTIC DIFFERENTIAL:

1. Inner City Environment - seven of nine significant positive t's on the three subscales.
2. Principals - three significant increases: Time 2 to Time 3 on the E-Scale and Time 1 to Time 3 on the E-Scale and A-Scale.
3. Low-Income Families - four significant increases out of nine differences tested: from Time 1 to Time 2 on both the E-Scale and A-Scale and Time 1 to Time 3 on both the E-Scale and the A-Scale.
4. Cooperating Teacher - one significant increase, Time 1 to Time 3 on the A-Scale.

PERSONAL ORIENTATION INVENTORY:

5. Time Incompetence - an increase in mean score Time 1 to Time 2--which is not desirable, however, since a low score is desirable on this variable.
6. Inner-Directedness - significant increase (at .05 level) from Time 1 to Time 2 and very significant increase (at .001 level) from Time 1 to Time 3.
7. Support Ratio - (Inner Directedness score divided by Other Directedness score) -- significant increase Time 1 to Time 3.
8. Self-Actualizing Value - significant increase Time 1 to Time 3.
9. Existentiality - significant increase Time 1 to Time 3.
10. Spontaneity - two significant increases: Time 2 to Time 3 and Time 1 to Time 3.
11. Self-Regard - significant increase Time 1 to Time 3.
12. Acceptance of Aggression - two significant increases in mean scores: Time 1 to Time 2 and Time 1 to Time 3.
13. Capacity for Intimate Contact - significant increase from Time 1 to Time 3.

Significant decreases in mean scores were found for the following variables:

1. CAI - significant decreases from Time 2 to Time 3 and Time 1 to Time 3.
2. TSRT - significant decreases, again, from Time 2 to Time 3 and Time 1 to Time 3.

SEMANTIC DIFFERENTIAL:

3. Lecturing - significant decrease Time 1 to Time 2--which is desirable, however, since students' attitudes toward "lecturing" should be negative because teacher interaction with pupils, such as throuch class discussion, is emphasized in the CUTE program.
4. Cooperating Teacher - significant decreases on the P-Scale Time 1 to Time 2 and Time 1 to Time 3.
5. Class Discussion - significant decreases on the E-Scale Time 2 to Time 3 and Time 1 to Time 3 and on the P-Scale Time 1 to Time 3.
6. Time Incompetence - significant decrease from Time 2 to Time 3 which is desirable, however, since a low score is desirable on this variable.

Thus, there are more significant increases than significant decreases, which which is a favorable result. Also significant differences most often occur between the Time 1 and Time 3 testings.

In regard to the comparison with previous CUTE students (in Kansas City, Oklahoma City, and Wichita), the results are also encouraging. The mean scores for the students at the new CUTE diffusion sites are quite similar to those for the CUTE students in the past, with the exception of the means for the CAI and TSRT on the third testing--the mean scores for the previous CUTE students are clearly higher. The similarity between the two groups is perhaps the most important finding obtained in this analysis because it means the new CUTE diffusion sites are producing students with similar characteristics as those who have successfully completed CUTE programs under experienced CUTE staffs.

Thus, in general, the CUTE students at the installation sites last semester demonstrate increasingly positive attitudes toward the inner-city community as they advanced through their programs, equivocal results on some variables, increases in performance on several variables measuring various aspects of their mental health from the beginning to the end of the program, and unfortunately, decrease in performance on the two measures related to the sociology component and teacher education component of CUTE (CAI and TSRT, respectively).

FUTURE DIRECTIONS AND RECOMMENDATIONS

The future directions for the CUTE Installation and Diffusion Project seem clear. The CUTE program must be diffused to more colleges and universities throughout the nation. With the continuing need to improve the education of pupils in the inner city and the success of this past year's effort to diffuse CUTE, the further implementation of CUTE on a nation-wide basis appears to be not only appropriate but feasible as well. The strategy proposed to accomplish this goal is twofold: 1) the establishment of four regional centers, chosen

from among the original diffusion sites, to train additional installation site teams within their region to implement the CUTE program; and 2) the establishment of consortium sites, from among the remaining original sites, which would recruit other institutions of higher education in their region to participate in the CUTE effort by permitting their student teachers to be trained in the CUTE concept at the consortium site. The vehicle used by the regional training centers to train the new CUTE staffs would be the CUTE Installation Workshop model. This model, representing a week-long training program of seminars and field experiences, was utilized in training the original installation site staffs in August, 1972, and revised since then.

Recommendations for Future Efforts Similar to the Diffusion of CUTE

Based on the success of the CUTE diffusion project this past year, the following suggestions are made by the project staff at McREL to help insure the diffusion of an educational program:

a. Have a good, well-designed program that has an understandable program manual.

b. Have a program that meets a critical need.

c. Have a program that is flexible to some extent to allow site staffs to adapt the program to local needs.

d. At an early date, contact sites interested in installing the program; select installation sites at least five months prior to the installation date, if possible, in order to allow them to recruit students, select staff, obtain facilities, etc.

e. Select site directors (and staffs, if possible) who are committed to your program.

f. Conduct a comprehensive week-long workshop to train site staffs how to implement the educational program. This should be done at least three weeks prior to the installation date for the programs.

g. Provide technical assistance and appropriate recommendations to the installation sites through project monitors who would make periodic on-site visits. During their visit, monitors should investigate some aspect of all components of the program, including establishing rapport with the subjects being trained.

h. Establish rapport with the decision-makers (e.g., deans, superintendents) at each installation site throughout the year.

i. Schedule time throughout the year for the home-base coordinating staff (such as McREL) to meet with the site teams for purposes of program planning and exchanging ideas.

Successful diffusion is, undoubtedly, a complex phenomenon. In all probability, following a set of "rules" will not guarantee success. Some of the steps listed above, however, may be useful to some educator somewhere who is interested in diffusing or installing an educational program or product, and for that reason, these are delineated.

B I B L I O G R A P H Y

Duncan, J. K. Technical Review of the Teaching Situation Reaction Test, Columbus, The Ohio State University, 1966. (mimeographed).

Duncan, J. K. and Hough, J. B. The Teaching Situation Reaction Test, Columbus, The Ohio State University, 1966.

Remmers, H. H., Gage, N. L. and Rummel, J. F. A Practical Introduction to Measurement and Evaluation. New York, Harper and Row, 1965.

Skeel, D. J. "Determining the Compatibility of Student Teachers for Culturally Deprived Schools by Means of Cultural Attitude Inventory." Unpublished Ph.D. Dissertation, Pennsylvania State University, 1966.

Weber, Wilford A. "A Reliability Study of the McREL Modification of the Teaching Situation Reaction Test." Unpublished Manuscript. Syracuse, New York, Syracuse University, 1968.

APPENDIX

A

MONITOR'S REPORT
Evaluation Checklist

Site Visited: _____ Date: _____

Monitor _____

Site Visit #1

Instructions: Upon completion of your site visit, based on your observations and interviews, respond to the following statements concerning the CUTE Program at the site you visited. Circle one response * for each item.

1.	An advisory committee is and has been involved in planning the CUTE Program.	1	2	3	4	5	I.D.
2.	Every component of the program relates to the overall goal of training students to teach in the inner city.	1	2	3	4	5	I.D.
3.	All components of the program are moving toward specific objectives.	1	2	3	4	5	I.D.
4.	This program should accomplish the objectives delineated in the CUTE Manual.	1	2	3	4	5	I.D.
5.	The inner city community (outside of the schools) is involved in the operation of this CUTE Program.	1	2	3	4	5	I.D.
6.	The project provides for flexibility.	1	2	3	4	5	I.D.
7.	The staff is following the installation plan submitted.	1	2	3	4	5	I.D.
8.	There is good cooperation among the staff from all three disciplines.	1	2	3	4	5	I.D.
9.	The staff is fulfilling its duties and responsibilities to the project.	1	2	3	4	5	I.D.
10.	Facilities are adequate for conducting the CUTE Program.	1	2	3	4	5	I.D.
11.	The staff members are following the CUTE Manual.	1	2	3	4	5	I.D.
12.	The project director's role is clearly defined.	1	2	3	4	5	I.D.
13.	Project personnel roles are clearly defined.	1	2	3	4	5	I.D.
14.	The project staff have a clear understanding of the educational objectives of the CUTE Program.						
15.	The members of the staff are implementing these objectives in terms of activities.	1	2	3	4	5	I.D.
16.	Plans for evaluating students have been made.	1	2	3	4	5	I.D.

* See Below

17. An open and honest relationship exists between students and staff.	1	2	3	4	5	I.D.
18. An open and honest relationship exists among the students themselves.	1	2	3	4	5	I.D.
19. Students are reacting positively and enthusiastically to the CUTE Program at this site.	1	2	3	4	5	I.D.
20. Staff members are doing an adequate job of teaching the CUTE students.	1	2	3	4	5	I.D.
21. Techniques of reflective inquiry are being utilized in student seminars.	1	2	3	4	5	I.D.
22. Worthwhile field experiences are being planned or undertaken by CUTE students.	1	2	3	4	5	I.D.
23. Students have an opportunity to ventillate their fears, concerns, and complaints at this site.	1	2	3	4	5	I.D.

* 1 = lowest rating ("to no extent")
  5 = highest rating ("to the greatest extent")
  I.D. = insufficient data

I. What was your assessment of the project during your visit?

_____ Effective in all phases
_____ Effective in most phases
_____ Limited effectiveness
_____ Ineffective

II. Based upon your observations and visits, how is the project now functioning when compared to your estimate of the status on basis of the original installation plan.

_____ Improved appreciably
_____ Some improvement observed
_____ No noticeable change
_____ Declined

State the basis for your estimate: _____

_____

III. Independent Observations: _____

_____

IV. General recommendations and/or suggestions: _____

_____

_____

MONITOR'S REPORT

Interview with Director

Site Visit No. ____ Date _____

Monitor: _____

Instructions to Monitor: Please complete this form while interviewing the director during your site visit. The items are intended to collect descriptive information and point to stages or procedures central to the proper installation of a CUTE program. Any advice you can give the director relative to any of the questions listed is clearly in order. Do not feel limited only to these items; if you feel other questions are important, ask them and record the director's responses on a separate sheet of paper.

PROGRAM DESCRIPTION

A. Organization, Administration

1. What institutions are participating in your CUTE program?

2. Is there an advisory committee for your CUTE program? If so, who is represented on it, how often does it meet, and what work has it done so far?

3. How were the following selected? What criteria were used, if any?

Staff:

Resource people:

Students:

Other:

4. How many students are enrolled in your program this semester?

5. Can you provide a list of your students with their academic majors and race indicated.

6. Where are your students housed?

7. What course credit arrangements have been made for the CUTE students?

8. What percent of their total professional time is each member of your staff required to devote to the CUTE program?

9. Are there any problems with financing any aspect of your program?

10. Are expenses being recorded?

11. How does the program relate to your inner-city community?

12. What kind of input has the community provided for your CUTE program? (e.g., members of the inner city on your advisory board?)

13. With what agencies in the inner city have you established relationships?

14. Have arrangements been made for the live-in? through contacts with one or more of these agencies?

15. Have arrangements been made for all field experiences to be conducted throughout the semester? through contacts with these agencies?

16. What contacts have you had with the schools in your inner city?

17. Have some arrangements been made for assigning your CUTE students to inner-city schools to do their student teaching?

18. Have cooperating teachers been selected for the student teaching? If so, what criteria were followed in the selection process?

19. Does the entire CUTE staff from all three components-education, sociology, and mental health--meet regularly?

20. To what extent is the CUTE Manual being followed?

21. What specific field experiences have taken place so far or are planned for the first three weeks?

22. To what extent is role-playing being used in the CUTE seminars?

23. Are students keeping daily logs?

24. Are there plans to use student evaluation forms provided in the CUTE Manual?

25. What other means of evaluating the students and/or the program are planned? (outside of the McREL evaluation)

26. Are occasional sessions planned in which students might ventillate their fears, problems, or complaints?

27. Is each member of the CUTE staff available outside of class at least once a week for private consultation with students?

28. What other materials or technical assistance do you need to fully implement the CUTE program?

29. What factors are deterring the effective installation of your CUTE program, if any?

M O N I T O R ' s R E P O R T

Interview with Director

Site Visited: _____

DATE: _____ Monitor: _____

Site Visit No. 2

Instructions to Monitor: Please complete this form while interviewing the director during your site visit. The items are intended to collect descriptive information and point to stages or procedures central to the proper installation of a CUTE program. Any advice you can give the director relative to any of the questions listed is clearly in order. Do not feel limited to only these items; if you feel other questions are important, ask them and record the director's responses on another sheet of paper.

1. Have you carried out all aspects of the CUTE program you had previously planned? For example:

   a. Live-in

   b. Sociological field experiences

   c. Observations in schools

   d. Seminars in Teacher Education, Sociology, and Mental Health

2. Have you changed your CUTE program in any way to correct the weaknesses identified in the first monitor visit?

COMMUNITY INVOLVEMENT

3. What relationship(s) does your CUTE program have now (during the student teaching period) with residents or agencies in the inner-city community?

4. What community activities are your CUTE students involved in during their student teaching?

5. Are the CUTE students presently working on any long-range projects or papers related to the inner-city community (such as an ethnographic study) which are due at the end of the semester? If so, what are they?

INSTRUCTIONAL PROGRAM

6. Are student seminars being held during the student teaching? How often and for what length of time?

7. What is the substance or focus of these seminars?

8. Are other informal sessions being held with your CUTE students?

9. Are individual oral conferences planned during the last two days of student teaching to evaluate the CUTE students?

10. Is your entire CUTE staff from all three components--teacher education, sociology, and mental health--continuing to meet regularly? How often do you meet?

STUDENT TEACHING

11. Are all of your CUTE students presently engaged in student teaching? If not, which ones are not and why not?

12. Are the cooperating teachers and/or CUTE faculty members (specify which) utilizing some objective instruments in observing the CUTE students during their student teaching? (For instance, forms in the CUTE Manual under EDU 103-4 and 104-6)

13. Is the MIA (McREL Interaction Analysis) system or the Flanders' system of interaction analysis being utilized?

MISCELLANEOUS

14. Have you or any other members of the CUTE staff made any contacts with the local school system or surrounding school systems with the purpose of arranging (or at least laying the groundwork for obtaining) teaching jobs for your CUTE students after they graduate?

15. Are you planning some farewell affair for the CUTE students at the end of the semester?

16. What difficulties have arisen in your CUTE program since the last monitor visit?

17. What other materials or technical assistance do you need to complete the implementation of the CUTE program?

18. After your experience up to this time with directing a CUTE program, what changes would you recommend in the CUTE program? Are you planning any modifications in your program for the second semester?

M O N I T O R ' S R E P O R T

Evaluation Checklist

Site Visited_____ Date_____

Monitor_____ Site Visit No. 2

Instructions: Upon completion of your site visit, based on your observations and interviews, respond to the following statements concerning the CUTE Program at the site you visited. Circle one response * for each item.

1.	Learning experiences previously planned for this CUTE program have been implemented	1	2	3	4	5 I.D.
2.	This program should accomplish the objectives delineated in the CUTE Manual.	1	2	3	4	5 I.D.
3.	The inner city community (outside of the schools) is involved in the operation of this CUTE program.	1	2	3	4	5 I.D.
4.	The staff is following the installation plan submitted.	1	2	3	4	5 I.D.
5.	There is good cooperation among the staff from all three disciplines.	1	2	3	4	5 I.D.
6.	The staff is fulfilling its duties and responsibilities to the project.	1	2	3	4	5 I.D.
7.	The staff members are following the CUTE Manual.	1	2	3	4	5 I.D.
8.	Enough student seminars are being conducted during the student teaching period.	1	2	3	4	5 I.D.
9.	Appropriate seminars are being conducted at this time.	1	2	3	4	5 I.D.
10.	Plans for evaluating students have been made.	1	2	3	4	5 I.D.
11.	Monitor's recommendations from the previous site visit have been followed.	1	2	3	4	5 I.D.
12.	An open and honest relationship exists between students and staff.	1	2	3	4	5 I.D.
13.	An open and honest relationship exits among the students themselves.	1	2	3	4	5 I.D.

*1 = lowest rating ("to no extent")
5 = highest rating ("to the greatest extent")
I.D. = insufficient data

14. Students are reacting positively and enthusiastically to the CUTE program at this site. 1 2 3 4 5 I.D.

15. Students have an opportunity to ventillate their fears, concerns, and complaints at this site. 1 2 3 4 5 I.D.

16. The overall reaction of the CUTE staff to the first eight weeks of the program is positive. 1 2 3 4 5 I.D.

I. What was your assessment of the project during your visit?

_____ Effective in all phases
_____ Effective in most phases
_____ Limited effectiveness
_____ Ineffective

II. Based upon your observations and visits, how is the project now functioning when compared to your estimate of the status on the basis of your first monitor visit?

_____ Improved appreciable
_____ Some improvement observed
_____ No noticeable change
_____ Declined

State the basis for your estimate (e.g., correction of previous weaknesses):

_____

_____

III. The cooperating teachers feel the CUTE student teachers are doing:

_____ Better _____ Worse _____About the same

as students they have supervised in the past.

Explain the student observing you did at this site (e.g., number of students observed, for what length of time, number of cooperating teachers with whom you talked.

IV. Describe the attitudes of the CUTE students at this site at this time (e.g., their commitment to the CUTE program and to inner-city teaching).

Describe the reactions of the CUTE students to the first eight weeks of their training program.

M O N I T O R ' S R E P O R T

Evaluation Checklist

Site Visited_____ Date_____

Monitor_____ Site Visit No. 3

Instructions: Upon completion of your site visit, based on your observations and interviews, respond to the following statements concerning the CUTE Program at the site you visited. Circle one response * for each item.

1.	Learning experiences previously planned for this CUTE program have been implemented	1	2	3	4	5	I.D.
2.	This program should accomplish the objectives delineated in the CUTE Manual.	1	2	3	4	5	I.D.
3.	The inner city community (outside of the schools) is involved in the operation of this CUTE program.	1	2	3	4	5	I.D.
4.	The staff is following the installation plan submitted.	1	2	3	4	5	I.D.
5.	There is good cooperation among the staff from all three disciplines.	1	2	3	4	5	I.D.
6.	The staff is fulfilling its duties and responsibilities to the project.	1	2	3	4	5	I.D.
7.	The staff members are following the CUTE Manual.	1	2	3	4	5	I.D.
8.	Enough student seminars are being conducted.	1	2	3	4	5	I.D.
9.	Appropriate seminars are being conducted at this time.	1	2	3	4	5	I.D.
10.	Plans for evaluating students have been made.	1	2	3	4	5	I.D.
11.	Monitor's recommendations from the previous site visit have been followed.	1	2	3	4	5	I.D.
12.	An open and honest relationship exists between students and staff.	1	2	3	4	5	I.D.
13.	An open and honest relationship exists among the students themselves.	1	2	3	4	5	I.D.

*1 = lowest rating ("to no extent")
5 = highest rating ("to the greatest extent")
I.D. = insufficient data

14. Students are reacting positively and enthusiastically to the CUTE program at this site. 1 2 3 4 5 I.D.

15. Students have an opportunity to ventillate their fears, concerns, and complaints at this site. 1 2 3 4 5 I.D.

16. The project staff have a clear understanding of the educational objectives of the CUTE program. 1 2 3 4 5 I.D.

17. The members of the staff are implementing these objectives in terms of programatic activities. 1 2 3 4 5 I.D.

18. The overall reactions and/or attitudes of the staff toward the CUTE program is positive. 1 2 3 4 5 I.D.

19. Worthwhile field experiences are being undertaken by the CUTE students at this site. 1 2 3 4 5 I.D.

I. What was your assessment of the project <u>during</u> your visit?

_____ Effective in all phases
_____ Effective in most phases
_____ Limited effectiveness
_____ Ineffective

II. Based upon your observations and visits, how is the project now functioning when compared to your estimate of the status on the basis of your first monitor visit?

_____ Improved appreciably
_____ Some improvement observed
_____ No noticeable change
_____ Declined

State the basis for your estimate (e.g., correction of previous weaknesses):

_____

_____

_____

APPENDIX

B

CULTURAL ATTITUDE INVENTORY*

FORM B

Directions

Read each statement below and decide how you feel about it. There are no right or wrong answers; your immediate reaction to the statement is desired. If you strongly agree, circle SA on the answer sheet provided; if you agree, circle A; if you are undecided or uncertain, circle U; if you disagree, circle D; and if you strongly disagree, circle SD.

1. Children without clean bodies and clothes should remain in school.
2. A child who uses obscene language should be severely punished.
3. Children who continually defy the teacher need extra help and interest from her.
4. Pupils who come from lower-income homes are quite aggressive. They will need active participation in learning activities.
5. Children who are constant failures need to meet success to become interested in school.
6. Parents of children from lower class homes are not interested in education.
7. Children from lower class homes feel they are not accepted in school.
8. Culturally deprived children dislike school more often than they like it.
9. Children from culturally deprived homes respond to learning experiences with a game format due to their love of action.
10. All teaching techniques used with middle and upper class children are successful with children from the lower class.
11. Frequent opportunities for physical action, such as exercises, active games, and movement about the classroom are necessary for culturally deprived children.

*This instrument was developed by Dorothy J. Skeel, Pennsylvania State University, 1966.

12. Children from deprived areas should share with the teacher the responsibility of establishing rules for the classroom.

13. Children from culturally deprived areas are more difficult to control. Strict discipline should be imposed at all times.

14. A child should not be punished for use of obscene language, but requested not to use it again.

15. The teacher should use the same language and slang as a deprived child to make him feel comfortable.

16. Academic standards should be lowered for deprived children.

17. Children from lower-income homes, if they are capable, should be encouraged to go on to college.

18. An accurate description of a culturally deprived child would be that he is uncontrolled and aggressive.

19. Since children from deprived homes place great emphasis on physical strength and prowess, they need some male teachers.

20. All student teachers should have some experience in schools with culturally deprived children.

21. Parents of children from culturally deprived homes place more emphasis on the usability of education and less on the intellectual stimulation.

22. Teachers should respect culturally deprived children rather than pity or love them.

23. Culturally deprived children deserve the best education as an opportunity to develop their potential.

24. Children from culturally deprived areas should be placed in special classes away from youngsters from middle and higher-class homes to prevent hurt feelings.

25. Parents of culturally deprived children frequently employ physical punishment. Teachers of these children should employ the same type of punishment.

26. The most effective form of punishment for culturally deprived children is the restriction of privileges.

27. Culturally deprived children need more individualization of instruction.

28. Children from deprived homes need socialization experiences, but time in school should not be wasted on these experiences.

29. Culturally deprived children often shout out answers in class, which is their way of bothering the teacher.

30. Teachers should ignore nasty remarks made to them by a child.

31. Children from underprivileged homes have little regard for their own worth; therefore, the teacher will need to develop activities which will help them realize their own worth.

32. Culturally deprived children should not be given special help, but be taught as other children.

33. The values of the culturally deprived are to be ignored and middle class values imposed upon them.

34. The teacher will need to make examples of children caught stealing to show other culturally deprived how wrong it is.

35. The culturally deprived child has a slow way of thinking and lessons will need to be explained carefully in detail without generalizations.

36. Deprived children are lacking in verbal skills, but the teacher should not be expected to spend extra time developing these when other subjects, such as arithmetic and spelling, might be slighted.

37. Children from deprived areas lack motivation to achieve, but it is an impossibility for the teacher to supply this motivation.

38. Teachers should rid themselves of prejudice toward culturally deprived, remembering that they are culturally different.

39. It is difficult to find any strengths in the culture of the deprived.

40. Most teachers fear a teaching appointment in a culturally deprived area.

41. The standard I.Q. tests do not accurately assess the intelligence of the culturally deprived. The results of these tests should not be accepted per se, but the teacher should attempt to discover the hidden I.Q. of a culturally deprived child by other means.

42. It appears that too much time and money are now spent to discover ways of helping culturally deprived children, as compared with the attention accorded gifted children.

43. A teacher of culturally deprived children should not be friendly and informal with the children, for they will take advantage of her.

44. Culturally deprived children are insensitive to the feeling of others.

45. To be prepared to teach the culturally deprived, a person does not need to be wholeheartedly committed to their cause.

46. Teachers of culturally deprived need to show these children that school has a meaningful connection with their lives.

47. A firmly structured and highly regulated classroom is needed for culturally deprived children, to bring some order into their disordered lives.

48. On the average, culturally deprived children are more often sexually uninhibited or primitive than others.

49. A teacher of culturally deprived children should become familiar with the social and economic background of the slums.

50. A middle class teacher cannot bridge the gap between her own background and the background of culturally deprived children. She will need to raise the standards of culturally deprived children to her own.

TEACHING SITUATION REACTION TEST

(TSRT)

Directions

The case example which follows has been planned to allow us to better understand how you might handle certain hypothetical teaching problems. You are presented certain information about "your" class, the setting, and a number of problem situations. A number of questions are asked relevant to these situations; four possible solutions accompany each question. We ask that you rank these solutions by indicating your first, second, third, and fourth choice under each question. Please do this by inserting respectively the numbers 1, 2, 3, and 4 in the spaces provided on your answer sheet under (a), (b), (c), and (d). Your most desirable choice should be labeled 1 and your least desirable 4. For example, if your first choice was response (c), your second choice was response (a), your third choice was response (b), and your fourth choice was response (d), you would record these responses on your answer sheet as follows:

(a)	(b)	(c)	(d)
2	3	1	4

There are no right or wrong answers. The best answers are those which reflect what you would actually do if faced with a similar situation. This instrument is being administered for research purposes and your individual responses will be held in strict confidence.

Please answer all questions on the answer sheet which is provided and please do not write in the test booklet.

The School

You are a first-year teacher employed by a large urban school system. In accordance with your request for a placement in which you could help disadvantaged children, you have been assigned to teach in a slum school. The building is an old, overcrowded, but clean and well-cared for, structure. The community and, therefore, the school population is largely Negro; racial problems have been minor. Facilities and instructional materials are generally adequate and available. The principal's behavior indicates that he may give his teachers a "free hand" to develop course content and activities.

Your Class*

There are twenty-five students in your class; of these, about half are boys. Only four of your students are white, the remainder being Negro. While all of your students are "culturally deprived," physically and mentally they are quite heterogeneous. All live in the slum area immediately surrounding the school. Most of the students in your class know each other from school and neighborhood contacts. Some of them are close friends; a few are new to both the school and the neighborhood.

*Imagine, if you will, that if you are an elementary teacher you would teach a variety of subjects to one class, whereas as a secondary teacher you would teach your subject specialty to several different classes. When considering your responses to the situations presented in the following case example, think in terms of your field of specialization.

You have the entire summer vacation to plan for your class

1. When you begin planning your work you would:

   (a) ask your helping teacher what information he has about your assignment.

   (b) examine the facilities and materials available to you and determine how these might be used with members of your class.

   (c) read through various publications describing the curriculum and draw lesson plan ideas from them.

   (d) visit the school and community and incorporate what you learn into your plans.

2. About three weeks before the beginning of the school year, your principal asks you to come in and talk with him about things in general. You would hope that your principal would:

   (a) say that if there was anything that he could do to be of help that you should feel free to call on him.

   (b) indicate to you what he would hope you would accomplish during the year.

   (c) encourage you to talk about your plans for the year as you see them after several weeks of planning.

   (d) make specific suggestions to help you in your planning, and encourage you to drop in for further suggestions if you need help.

3. The weekend before school is to start it would be natural for you to feel:

   (a) concern that your planning has been inappropriate.

   (b) anxious to get started and prove your ability to handle this assignment.

   (c) hopeful that your efforts will prove to be of real value to the students.

   (d) confident knowing you have done the best you could under the circumstances.

Tomorrow you will have your first meeting with the class.

4. It will be important that you have planned for:

   (a) students to get well acquainted with each other.

   (b) explaining your grading system.

   (c) activities to catch student interest.

   (d) explaining your complete program for the semester.

5. Your helping teacher drops by your room and asks if he can be of help. You would ask him for:

   (a) his opinion about what you have planned for tomorrow.

   (b) suggestions to help you make a good impression.

   (c) suggestions as to what student reaction might be on the first day.

   (d) nothing until you had an opportunity to meet with your class.

6. The most important personal information to gather at the first meeting would be:

   (a) interests of the different students.

   (b) parent or guardian, home address and phone number.

   (c) what they would most like to do during the year.

   (d) information about their previous school experiences.

7. Of the things you would do the evening before meeting your class, the most essential would be to:

   (a) become familiar with the notes for such presentation as you might make.

   (b) become familiar with students' names and any information you have about them from their files.

   (c) become familiar with the sequence and nature of any activities you may have planned.

   (d) be sure any materials you were to use were available and in good condition.

8. Your greatest concern on this night before the first meeting would be:

   (a) how to appear poised and at ease.

   (b) how to gain control of the group.

   (c) how to handle problem pupils.

   (d) how to get your program moving rapidly and well.

On meeting your class on the first day, a number of students come in from three to five minutes late. Following this, as you get your program underway the students get restless.

9. You would tell the group your name and:

   (a) the rules of conduct for your class.

   (b) your expectations for your class.

   (c) some of your personal concerns about this your first teaching experience.

   (d) some of your interests and hobbies.

10. With the students who come in late you would:

   (a) simply acknowledge their presence and noticeably mark them present in the record book.

   (b) inform them politely about the time at which the class is to get started.

   (c) ask them politely why they were unable to get to class on time.

   (d) explain to the class as a whole and the late students in particular the standards you will maintain with regard to tardiness.

11. You would handle the restlessness of the group by:

   (a) presenting your program more dynamically.

   (b) asking students why they were restless.

   (c) speaking to the group firmly about paying attention.

   (d) picking out one or two of the worst offenders and reprimanding them.

12. You would, by your general behavior and manner, try to present yourself as:

    (a) firm and serious but fair.

    (b) efficient, orderly and business-like.

    (c) friendly, sympathetic and understanding.

    (d) understanding, friendly and firm.

13. You would prepare for the next day by:

    (a) discussing with pupils what they would like to do and deciding on one or two ideas.

    (b) telling them what pages to read.

    (c) giving students a choice of two ideas and determining in which the majority are interested.

    (d) discussing your plans for the next meeting with them.

After meeting your class four times, you notice several things. Two boys seem particularly dirty. One girl seems to be withdrawn; the students do not pay any attention to her although she is a pleasant looking, well-dressed girl. There are four or five youngsters, apparently very good friends (both boys and girls) who do most of the talking and take most of the initiative. Students seem to continually interrupt each other and you.

14. In the interests of the two boys who are especially dirty you would:

    (a) find an opportunity to discuss the matter of cleanliness with the class.

    (b) speak to the boys about their need to be clean in a conference with them.

    (c) inaugurate a cleanliness competition with a prize to that half of the class with the best record, putting one boy in each half.

    (d) speak to the boys about their need to be clean and arrange facilities at school where they could clean up.

15. In the interests of the apparently withdrawn girl you would:

    (a) talk to her informally over a period of time to see if you could determine her difficulty.

    (b) call on her regularly for contributions to the discussion.

    (c) discover a skill she has and have her demonstrate for the class.

    (d) have a conference with her and tell her to become involved with the class discussion and speak up.

16. To improve the relationship of your class to the apparently withdrawn girl you would:

    (a) determine who, if anyone, is friendly with her and arrange to have them work together on occasion.

    (b) take the girl aside and help her see how she can establish better relations with her classmates.

    (c) arrange to have her work with the group of boys and girls who take most of the initiative.

    (d) allow her to work out her own problem.

17. With regard to the four or five youngsters who do most of the talking and take the initiative you would tend to believe:

    (a) they are brighter than most of the other students.

    (b) they are the leaders of the class.

    (c) there is considerable variation in student's ability to participate in class.

    (d) they are a little too cocky and think they know more than the others.

18. With regard to the tendency of class members to interrupt while others are talking you would:

    (a) tell your class politely but firmly that interruptions are impolite and should not continue.

    (b) discuss the matter with your class, determining why this happens and what should be done about it.

    (c) organize a system of hand raising and set rules for students participation in discussion.

    (d) set rules for student participation in discussion and firmly but fairly reprimand each person who breaks the rules.

19. One of the important problems facing you now is to do something which will:

    (a) insure that no one is rejected or disliked.

    (b) result in everybody's being liked.

    (c) encourage each person's acceptance of the others.

    (d) guarantee that no one's feelings get hurt.

At the beginning of the fourth week of school Johnny comes into class holding on to his arm and very nearly crying. The tears are welled up in his eyes and he looks away from the others. You notice that Peter, the largest and strongest boy in the class, looks at Johnny occasionally with a sneering smile. You do not feel that you can let this pass, so you arrange to meet with Johnny and Peter separately after class.

20. You would tend to believe that:

    (a) Johnny probably did something for which this was just, but maybe severe, repayment.

    (b) Peter is something of a bully.

    (c) Johnny was hit on the arm by Peter.

    (d) Johnny felt badly and Peter was quite aware of it.

21. When you meet with Johnny you would:

    (a) ask him if Peter hit him and why.

    (b) engage him in conversation and lead slowly into the difficulty he had that afternoon.

    (c) tell him you were aware that he had some difficulty and offer your help to him.

    (d) let him guide the discussion and reveal what he would about the incident.

22. When you meet with Peter you would:

(a) tell him that Johnny was upset this afternoon and you had noticed that he (Peter) was looking strange--proceed from there.

(b) make him aware that you know he had trouble with Johnny and proceed from there.

(c) make him aware that he is bigger and stronger than the other boys and that he is a bully if he picks on smaller boys.

(d) ask him if he and Johnny had had difficulty.

23. To insure that this kind of thing did not happen again you would:

(a) discuss bullying with your class.

(b) do nothing.

(c) get the two boys together to talk over the difficulty.

i) find the cause of the trouble and work with those involved to eliminate it.

In general your program has been moving along satisfactorily. After the fourth week you have a feeling that the students are beginning to lose interest. A number of students seem to be sitting through class without really getting involved. Others seem to stay interested and active. Your teacher helper asks to see you informally over coffee.

24. When you meet with your helping teacher you would:

(a) not talk about your class or its present lack of involvement.

(b) discuss your concern with him and listen for suggestions he might have.

(c) speak about how satisfactory the early meetings had been.

(d) allow your teacher helper to orient the discussion.

25. Your planning for the next day would include:

(a) some new ideas that you had not tried.

(b) some clarification of the importance of students doing well in their work.

(c) a request for ideas from students as to how to make the class more interesting.

(d) ways to get more students actively doing something in class.

26. During this session you would:

(a) behave much as you had in earlier sessions.

(b) put some stress on the importance of <u>everybody</u> paying attention in class.

(c) by careful observation determine which students seemed disinterested.

(d) speak pointedly to those who were not paying attention.

27. You would tend to believe the loss of interest due to:

(a) a rather natural reaction as the school year progresses.

(b) failure of students to realize that they must contribute much to a course of this kind.

(c) a rather natural group reaction to the experience of working together on personal adjustment problems.

(d) your own failure in developing good human relationships in the class and stimulating the students.

Before the Christmas holiday recess you take time out to think about the experiences you have had. The class has been good some days and poor other days. You have had no word from your principal about how your work has been. Your helping teacher seemed satisfied but not very much impressed with what you are doing. You are asked to meet with the parents to discuss their children in an informal way during a PTA open house.

28. You would be most concerned about:

(a) your apparent failure to impress the helping teacher.

(b) what you should say to the parents.

(c) the lack of reaction from your principal.

(d) how the children are doing.

29. You would resolve to:

(a) discuss your progress with your helping teacher.

(b) ask for an appointment with the principal to find out how he feels about your work.

(c) plan to work harder with your group.

(d) not let the present state of affairs worry you.

30. When talking with the parents you would:

    (a) encourage them to ask questions about their childs' work.

    (b) tell them what your program has consisted of so far.

    (c) tell them you don't know how well your program is going.

    (d) impress upon them the importance of student participation. in the class activities.

31. In this case you would feel that parents:

    (a) should be told how their children are doing in your class.

    (b) should not become involved in your program.

    (c) are entitled to an opportunity to question you.

    (d) should be referred to the principal.

32. At your next class meeting:

    (a) you would tell students what you told their parents.

    (b) you would not initiate any discussion about your visit with the parents.

    (c) you would discuss briefly the parents' interest in the class.

    (d) you would tell the students that you expected more cooperation from them now that their parents were involved.

Several class sessions just after the new year are very unsatisfactory. You have doubts in your mind as to whether students are gaining in personal and social adjustment. You can see problems with the structure and organization of the class and believe that if these could be corrected or if you had done some things differently over the past few weeks that you would not have a problem with the class.

33. At this point you would:

(a) decide to ask your students how they feel about the progress of the class.

(b) think through the problem carefully and start planning revisions for next year.

(c) try to help yourself accept the fact that life is often filled with disappointments and redouble your efforts to make your class better in the future by spending more time in preparation and encouraging your students to work harder.

(d) mention your concerns at the next meeting of your class and encourage students to talk with you after class about the progress of the class.

34. You would feel much better regarding the accuracy of your estimate about what is wrong with the class if you:

(a) were sure that some of the students were not being difficult on purpose to test your authority as a new teacher.

(b) knew more about the expectations of your students and to what extent they felt their expectations were being met.

(c) could have a colleague in whom you could confide and in whom you could trust, come in and observe your class and talk with you.

(d) were sure of your own needs for success and the extent to which these needs influenced your feelings.

35. It would be natural for you to feel that:

(a) you wished that students accepted the fact that things that are taught them in schools are usually good for them even though they may not like what they are learning all of the time.

(b) you would like to go out for an evening of relaxation and think about the situation over the weekend.

(c) it must have been wonderful to teach in the good old days when students were in school because they wanted to learn.

(d) things seldom go well all the time for everybody and that they couldn't be expected to always go well for you.

36. In an attempt to analyze the source of the problem you are having with your class you would:

    (a) have a conference with several of the brighter and more interested students to see if they could give you any insight into the problem.

    (b) take part of a class session to share your concerns with the class, get their reactions, and using this information, rethink the problem.

    (c) ask your helping teacher to come in and observe the class several times and talk with you about his observations.

    (d) consult the records of the students to see if you could find any clues there.

During February you wish to make plans for a series of visits to different community health and welfare agencies. The purpose of the visits is to make your students aware of help which is available to them. You want to be sure that the youngsters learn from the experiences and conduct themselves properly while traveling to and from and visiting in the agencies.

37. In order to assure that all youngsters learned from their first trip you would:

    (a) assign particular things for all of them to look for and listen to.

    (b) ask each to write a brief commentary on the most important things they saw and heard.

    (c) encourage them to ask questions while they are there.

    (d) present them with a check sheet of items to be seen and heard and ask them to check off those that they saw or heard.

38. In preparation for the first trip you would:

    (a) tell them as much as you could about the agency to which they were going.

    (b) tell them you were sure it would be interesting and fun and let them see and hear for themselves.

    (c) ask them what they thought they could expect and encourage guided discussions about their expectations.

    (d) tell them about the most interesting things they would see and hear.

39. To insure that the group conducted themselves properly you would:

(a) set out rules of conduct for them.

(b) ask them to behave as young ladies and gentlemen

(c) ask them what rules of conduct they would propose and develop a code with the group.

(d) assure them that if they did not behave properly they would not go on trips in the future.

40. On the trips you would:

(a) divide them in to small groups with a leader responsible for each group and arrange their intinerary and meetings after you get to the agency.

(b) ask the youngsters to get your permission first and on this basis allow them to pursue their own interests.

(c) let the agency people take responsibility for deciding where they could go and when.

(d) keep them all together as a manageable group.

During April you notice that your class has at last developed into a fairly cohesive unit. The discussions are more animated and everyone participates to some degree. Disagreements on ideas begin tc appear and the students give evidence of intense feelings on a number of issues. George has been particularly outspoken. He has very radical ideas that seem to provoke the other students who disagree but you know that the ideas he expresses have some support from some adolescent psychologists that you consider to be the "lunatic fringe." George seldom gives in on a point.

41. You would believe that these conditions are likely to:

(a) ultimately strengthen the group.

(b) do little but make it uncomfortable until George learns his lesson.

(c) destroy the group unity unless you intervene.

(d) make it difficult for progress to be made for some students until they learn to accept George.

42. With regard to George you would:

(a) refer him to the guidance counselor.

(b) point out to George that he is intolerant of the views of other class members.

(c) encourage him to express his ideas in ways that would not irritate other students.

(d) politely but firmly keep him from agitating the class and if this fails, call on him less often.

43. With regard to the other students you would:

(a) encourage them in their effort to stand up to George.

(b) help them to understand what George is doing to them and why.

(c) help them to get onto topics and ideas where George could not disagree with them so forcefully.

(d) get into the discussion on their side and show George that he is wrong.

44. With regard to your concern for George as a person, you would feel that:

(a) he is developing undemocratic traits by behaving as he does, and you would hope to help him change.

(b) he does not understand how to behave in a democratic setting and may need help.

(c) he probably has never learned certain social skills necessary for democratic group behavior and the possibilities of developing such skills should be shown him.

(d) he will learn sooner or later that in a democracy some ideas are undesirable because they tend to destroy the group.

SEMANTIC DIFFERENTIAL

Name _____

Directions

On the next nine pages of your answer booklet, you will find a series of rating scales which we ask that you use in giving your viewpoint about nine particular topics concerning the teaching profession or the CUTE training program. A topic is given at the top of each page and below it there is a series of twelve rating scales. Each rating scale consists of seven spaces separated by colons with adjectives of opposite meaning at each end.

Note the words at both ends of each scale and try to locate the topic word somewhere between them, expressing your own viewpoint--attitude or evaluation--on the topic by placing a check in one of the seven spaces between the polar adjectives. Some of the scales may seem unrelated to a particular topic, but by thinking of the polar adjectives in their broadest sense you should be able to arrive at a placement of the topic on every scale.

Please place only one check on each scale, in one of the seven spaces; place a check on every scale for every topic. In responding, please try to reflect your own viewpoint regarding the topics.

Developed in part by Donald J. Veldman of the University of Texas at Austin.

PART 1.

Topic: INNER CITY ENVIRONMENT

1.	good	:____:____:____:____:____:____:____:	bad
2.	weak	:____:____:____:____:____:____:____:	strong
3.	fast	:____:____:____:____:____:____:____:	slow
4.	unpleasant	:____:____:____:____:____:____:____:	pleasant
5.	hard	:____:____:____:____:____:____:____:	soft
6.	passive	:____:____:____:____:____:____:____:	active
7.	valuable	:____:____:____:____:____:____:____:	worthless
8.	small	:____:____:____:____:____:____:____:	large
9.	hot	:____:____:____:____:____:____:____:	cold
10.	sad	:____:____:____:____:____:____:____:	happy
11.	heavy	:____:____:____:____:____:____:____:	light
12.	dull	:____:____:____:____:____:____:____:	sharp

PART 2.

Topic: TEACHING AS A PROFESSION

1.	good	:	:	:	:	:	:	:	bad
2.	weak	:	:	:	:	:	:	:	strong
3.	fast	:	:	:	:	:	:	:	slow
4.	unpleasant	:	:	:	:	:	:	:	pleasant
5.	hard	:	:	:	:	:	:	:	soft
6.	passive	:	:	:	:	:	:	:	active
7.	valuable	:	:	:	:	:	:	:	worthless
8.	small	:	:	:	:	:	:	:	large
9.	hot	:	:	:	:	:	:	:	cold
10.	sad	:	:	:	:	:	:	:	happy
11.	heavy	:	:	:	:	:	:	:	light
12.	dull	:	:	:	:	:	:	:	sharp

PART 3.

Topic: PRINCIPALS

1.	good	:____:____:____:____:____:____:____:	bad
2.	weak	:____:____:____:____:____:____:____:	strong
3.	fast	:____:____:____:____:____:____:____:	slow
4.	unpleasant	:____:____:____:____:____:____:____:	pleasant
5.	hard	:____:____:____:____:____:____:____:	soft
6.	passive	:____:____:____:____:____:____:____:	active
7.	valuable	:____:____:____:____:____:____:____:	worthless
8.	small	:____:____:____:____:____:____:____:	large
9.	hot	:____:____:____:____:____:____:____:	cold
10.	sad	:____:____:____:____:____:____:____:	happy
11.	heavy	:____:____:____:____:____:____:____:	light
12.	dull	:____:____:____:____:____:____:____:	sharp

PART 4.

Topic: LOW-INCOME FAMILIES

1.	good	:____:____:____:____:____:____:____:	bad
2.	weak	:____:____:____:____:____:____:____:	strong
3.	fast	:____:____:____:____:____:____:____:	slow
4.	unpleasant	:____:____:____:____:____:____:____:	pleasant
5.	hard	:____:____:____:____:____:____:____:	soft
6.	passive	:____:____:____:____:____:____:____:	active
7.	valuable	:____:____:____:____:____:____:____:	worthless
8.	small	:____:____:____:____:____:____:____:	large
9.	hot	:____:____:____:____:____:____:____:	cold
10.	sad	:____:____:____:____:____:____:____:	happy
11.	heavy	:____:____:____:____:____:____:____:	light
12.	dull	:____:____:____:____:____:____:____:	sharp

PART 5.

Topic: LECTURING

1.	good	:____:____:____:____:____:____:____:	bad
2.	weak	:____:____:____:____:____:____:____:	strong
3.	fast	:____:____:____:____:____:____:____:	slow
4.	unpleasant	:____:____:____:____:____:____:____:	pleasant
5.	hard	:____:____:____:____:____:____:____:	soft
6.	passive	:____:____:____:____:____:____:____:	active
7.	valuable	:____:____:____:____:____:____:____:	worthless
8.	small	:____:____:____:____:____:____:____:	large
9.	hot	:____:____:____:____:____:____:____:	cold
10.	sad	:____:____:____:____:____:____:____:	happy
11.	heavy	:____:____:____:____:____:____:____:	light
12.	dull	:____:____:____:____:____:____:____:	sharp

PART 6.

Topic: SELF-AWARENESS

1.	good	:	:	:	:	:	:	:	bad
2.	weak	:	:	:	:	:	:	:	strong
3.	fast	:	:	:	:	:	:	:	slow
4.	unpleasant	:	:	:	:	:	:	:	pleasant
5.	hard	:	:	:	:	:	:	:	soft
6.	passive	:	:	:	:	:	:	:	active
7.	valuable	:	:	:	:	:	:	:	worthless
8.	small	:	:	:	:	:	:	:	large
9.	hot	:	:	:	:	:	:	:	cold
10.	sad	:	:	:	:	:	:	:	happy
11.	heavy	:	:	:	:	:	:	:	light
12.	dull	:	:	:	:	:	:	:	sharp

PART 7.

Topic: COOPERATING TEACHER

1.	good	:____:____:____:____:____:____:____:	bad
2.	weak	:____:____:____:____:____:____:____:	strong
3.	fast	:____:____:____:____:____:____:____:	slow
4.	unpleasant	:____:____:____:____:____:____:____:	pleasant
5.	hard	:____:____:____:____:____:____:____:	soft
6.	passive	:____:____:____:____:____:____:____:	active
7.	valuable	:____:____:____:____:____:____:____:	worthless
8.	small	:____:____:____:____:____:____:____:	large
9.	hot	:____:____:____:____:____:____:____:	cold
10.	sad	:____:____:____:____:____:____:____:	happy
11.	heavy	:____:____:____:____:____:____:____:	light
12.	dull	:____:____:____:____:____:____:____:	sharp

PART 8.

Topic: CLASS DISCUSSION

1.	good	:____:____:____:____:____:____:____:	bad
2.	weak	:____:____:____:____:____:____:____:	strong
3.	fast	:____:____:____:____:____:____:____:	slow
4.	unpleasant	:____:____:____:____:____:____:____:	pleasant
5.	hard	:____:____:____:____:____:____:____:	soft
6.	passive	:____:____:____:____:____:____:____:	active
7.	valuable	:____:____:____:____:____:____:____:	worthless
8.	small	:____:____:____:____:____:____:____:	large
9.	hot	:____:____:____:____:____:____:____:	cold
10.	sad	:____:____:____:____:____:____:____:	happy
11.	heavy	:____:____:____:____:____:____:____:	light
12.	dull	:____:____:____:____:____:____:____:	sharp

PART 9.

Topic: SOCIAL RELEVANCE

1.	good	:____:____:____:____:____:____:____:	bad
2.	weak	:____:____:____:____:____:____:____:	strong
3.	fast	:____:____:____:____:____:____:____:	slow
4.	unpleasant	:____:____:____:____:____:____:____:	pleasant
5.	hard	:____:____:____:____:____:____:____:	soft
6.	passive	:____:____:____:____:____:____:____:	active
7.	valuable	:____:____:____:____:____:____:____:	worthless
8.	small	:____:____:____:____:____:____:____:	large
9.	hot	:____:____:____:____:____:____:____:	cold
10.	sad	:____:____:____:____:____:____:____:	happy
11.	heavy	:____:____:____:____:____:____:____:	light
12.	dull	:____:____:____:____:____:____:____:	sharp